

# The Single Plan for Student Achievement

## Diegueño Middle School

School Name

**37-68346-610479**

CDS Code

**Date of this revision: November 4, 2008**

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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## San Dieguito Union High School District

School District

The District Governing Board approved this revision of the School Plan on:

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# **I. School Vision and Mission Diegueño Middle School**

## **Mission Statement**

To ensure that all students reach their potential as ethical, involved citizens and life-long learners guided by a professional, compassionate staff who provide a challenging, creative, and meaningful education.

- All students are unique and, given equal opportunity, can ultimately achieve their potential as learners and ethical adults.
- All members of the Diegueño community are essential and should be treated with mutual respect and compassion in order to provide a successful learning environment.
- Meaningful education provides the information, social and academic skills, and resources for successful life-long learning.
- A professional staff maintains open communication, free exchange of ideas, and a willingness to meet challenges and work toward positive solutions.

## **II. School Profile Diegueño Middle School**

All Diegueño students experience a challenging core curriculum, whether in GATE, regular, special education, or sheltered classes. Teachers work together to ensure that our English-Language Arts curriculum mirrors the State Standards in Written Communication, Interaction with Text, Oral Communication, and Interaction with Community. Our writing program follows a district plan of teaching a sequence of writing types in each grade level which build to develop writing proficiency: 7th Grade - autobiographical incident, evaluation and persuasion, observation, short story; 8th Grade - problem solution, speculation about cause/effect, report of information, first-hand biography. Oral communication strategies include a 7th grade speech unit, speech contests, oral reports, interviewing techniques, word-weaving performances, panel discussions, debates, oral exams, and class/small group discussion.

Performance objectives for each math level were developed based on the State Standards. All math teachers follow the District Pacing Guide in order to maintain consistency of instruction. Successful instruction of standards-based math curriculum is evident based on the 95% of our 8th grade students scoring "proficient" or higher on the California State Standards Test in Algebra.

The history and science departments are also working on instructional strategies and benchmark testing to reflect instruction and learning of the State Standards.

Standards-based curriculum texts and materials are selected following a Board Policy that requires the active involvement of teachers, parents, and community members. Staff development opportunities are provided to teachers through a comprehensive program that prepares teachers to help all students achieve content and performance standards. Teachers participated in SDAIE training, AVID training, English Learner authorization, and the CLAD/BCLAD certification process and training.

A variety of services are provided to enable under-performing students to meet the State Standards. The English Learner students receive standards-based instruction utilizing the Writing Reform Institute for the teaching of English (WRITE). Classroom instruction includes a strong focus on reading, writing, speaking, and reflection skills. The curriculum for Sheltered English 7/8, the fourth year of EL, is based on WRITE units and modified 7th and 8th grade standards-based curriculum. Special education students have at least one contact period through a CAHSEE academic skills class which also provides activities, strategies, and curriculum to assist students to pass the California High School Exit Exam.

There are a variety of supports available for Diegueno students. Academic support electives, before and after school Homework Clubs, the Academic Center for Excellence (ACE), Academic Saturday School, and support programs such as Power in Pairs provide all students with additional means of achieving academic success and access to standards-based curriculum. Staff members continue to brainstorm ideas on how to connect students to the middle school. Some ideas include mentor opportunities between students and teachers (Friday Morning Breakfast Buddies), ongoing development of Character Counts on campus, and various students activities facilitated by Peer Mediators and the Associated Student Body (ASB).

A variety of state and local assessments are used to modify instruction, improve student achievement, and provide students with increased opportunities to participate in mainstream classes. All teachers of special education students and 504 students are provided with each student's IEP goals or 504 plan. Curriculum can be modified to meet the goals listed in the plans. English Learner students are assessed twice a year to determine knowledge and growth. The two assessment tools used are the California English Language Development Test (CELDT) and the Spanish Assessment of Basic Education (SABE). The Direct Writing Test is given yearly to all 8th grade students while 7th grade students take the STAR Writing Test. The STAR test is given yearly in the spring and is used for class placement, program placement, and promotion-retention criteria. California Standards Tests in English, math, science, and history measure student achievement in standards-based education. The results of these tests are also used for placement in programs and to measure overall student academic success.

There are a variety of family, school, district, and community resources available to our students. All communication materials (newsletter, enrollment packets, information regarding support services and enrichment opportunities, etc.) are available in Spanish. Students and parents have access to a certificated Bilingual Resource Specialist for immediate assistance on campus and during parent information nights and parent forums. Information is provided by our telephone "Connect Ed" in both English and Spanish. The "E-Option" provides all students and parents with daily communication through e-mail. The Aeries program provides student information to staff, students, and parents. A Diegueño School Accountability Report Card is distributed yearly. After school programs include Homework Club, Algebra Homework Club, Pre-Algebra Homework Club, and Gateways (assistance in Spanish).

Parent forums, such as Road to Success and the English Learner Advisory Committee, provide parents with strategies to assist their students. Elective programs, such as Algebra Topics, Pre-Algebra Topics, Math Enrichment, Academic Success and Read 180 are available during the school day. Power in Pairs, a student tutoring program, is available two days per week immediately following lunch. The City of Encinitas, through Teen Scene, provides access to Sylvan Learning Center and a weekly tutoring program on Wednesdays at Oak Crest Middle School.

Providing a safe campus for students is a priority for the entire staff. Our "Team Diegueño" approach focuses on equity and excellence for everyone, where respect and compassion are the norm. Everyone is provided equal opportunity to achieve their potential as both learners and ethical adults. Character Counts is a part of the Diegueno Community Culture. Staff development focuses on professional development opportunities such as Beyond Diversity, English Learner Authorization and Student Connectedness that build relationships/connection between staff and all student populations. The Healthy Kids Survey is administered every other year and the results are the focus of all staff during that year.

Barriers to improvement in student achievement include increasing budget restrictions and the inability of some students to stay after school to participate in support programs. The current student schedule of only one elective available to students prohibits student participation in more elective and academic support programs.

### III. Student Performance Data

#### STAR/CST Results By Grade Level

Percent of Students Scoring "At or Above Proficient" on STAR CST Exam				
	2004-05	2005-06	2006-07	2007-08
<b>English Language Arts</b>				
<b>Grade 7</b>	75.0	82.0	78.0	74.0
<b>Grade 8</b>	72.0	74.0	79.0	72.0
<b>General Mathematics (6 &amp; 7 Standards)</b>				
<b>Grade 7</b>	68.0	77.0		68.0
<b>Algebra I</b>				
<b>All Grades</b>	86.0	89.0	83.0	95.0
<b>Grade 7</b>				
<b>Grade 8</b>	86.0	89.0	84.0	95.0
<b>Geometry</b>				
<b>Grade 8</b>				
<b>Science (Life Science)</b>				
<b>Grade 8</b>	N/A	65.0	66.0	76.0
<b>History</b>				
<b>Grade 8</b>	66.0	69.0	71.0	57.0

N/A = Not enough results reported for data

### III. Student Performance Data (cont'd)

#### Academic Performance Index (API)

Academic Performance Index (API) School-wide Results				
Year	Base API Score	Statewide Rank	Similar Schools Rank	Met API Target?
2005	852	10	6	Yes
2006	873	10	10	Yes
2007	894	N/A	N/A	Yes
2008	880			Yes

Academic Performance Index (API) Student Group Results				
Group	2005	2006	2007	2008
African American				
American Indian/Alaska Native				
Asian				
Filipino				
Hispanic/Latino	698	752	757	748
Pacific Islander				
White	898	919	895	889
Socioeconomically Disadvantaged	669	729	727	
English Learners	--			
Students with Disabilities	--			

### III. Student Performance Data (cont'd)

#### Adequate Yearly Progress (AYP) English-Language Arts

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	100	100	99	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	726	681	641	603	549	512	--	--	--	46	58	51
Percent At or Above Proficient	79.2	78.7	73.8	83.6	81.7	77.3	--	--	--	92.0	92.1	87.9
AYP Target	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	98	97	95	97	97	95	96	96	94	96	96	94
Number At or Above Proficient	57	65	61	40	36	28	37	49	38	17	21	22
Percent At or Above Proficient	47.5	55.6	49.2	44.0	41.9	34.1	42.5	46.2	42.2	27.4	36.2	34.4
AYP Target	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	Yes	--	--	--	--

### III. Student Performance Data (cont'd)

#### Adequate Yearly Progress (AYP) Mathematics

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	99	100	100	99	100	100	100	100	100	100	100	100
Number At or Above Proficient	710	616	632	581	491	501	--	--	--	45	52	50
Percent At or Above Proficient	77.5	71.0	72.2	80.9	73.1	75.7	--	--	--	90.0	82.5	86.2
AYP Target	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate	99	100	99	99	100	99	98	100	100	95	100	100
Number At or Above Proficient	67	66	66	50	40	35	47	52	39	17	16	21
Percent At or Above Proficient	54.9	55.0	50.8	53.8	44.9	40.7	52.8	47.7	40.6	27.9	26.2	30.4
AYP Target	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0	26.5	26.5	37.0
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	Yes	--	--	--	--

### III. Student Performance Data (cont'd)

#### Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 – Attaining English Proficiency		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Annual Testers	509	477	417			
Percent with Prior Year Data	99.8%	100%	99.3%			
Number in Cohort	508	477	414	188	243	183
Number Met	412	300	306	113	93	88
Percent Met	81.1%	62.9%	73.9%	60.1%	38.3%	48.1%
NCLB Target	52.0%	48.7%	50.1%	31.4%	27.2%	28.9%
<b>Met Target</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

#### California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2007-2008											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
<b>7</b>												
<b>8</b>	4	13	15	50	8	27	3	10				30
<b>Total</b>	4	13	15	50	8	27	3	10				30

## **IV. Student Performance Data and Summary Diegueño Middle School**

### **Academic Performance Index (API) School Report**

The Academic Performance Index (API) is a way of measuring the academic performance and growth of schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need assistance. Diegueño's API in 2007 was 880 (out of 1000). This is a decrease of 14 points compared to last year's API. One hundred percent of students took the test, which did exceed the state's required participation rate of 95%.

### **Adequate Yearly Progress (AYP) School Report**

The federal No Child Left Behind Act (NCLB) of 2001 requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. Under NCLB criteria, schools and districts are required to annually meet or exceed criteria in four areas in order to make AYP:

- Requirement 1: participation Rate (95% or greater)
- Requirement 2: Proficiency in English-Language Arts and Math
- Requirement 3: API (>590)
- Requirement 4: Graduation rates (high school only)

At the middle school level, proficiency in English-Language Arts and Math is measured by student performance on the California Standards Tests (CSTs) and the California Alternate Performance Assessment (CAPA).

At the high school level, proficiency is measured by student performance on the California High School Exit Exam and the California Performance Assessment (CAPA).

Although all schools and districts in the state receive annual AYP determinations, only schools and districts receiving Title I funds are subject to the federal provisions of Program Improvement if they do not make AYP.

### **State Standards-Based Testing (STAR)**

#### **Student Testing and Reporting (STAR)**

The CAT-6 is a national test that helps us measure how well our students are learning compared to other students nationally. The test is given to all 7th grade students.

#### **Student Performance by Content Clusters or Standards (STAR)**

The California Standards Test consists of several tests in English/language arts (reading and writing), math, history/social science and science. Students score within one of five levels of proficiency on the tests. The five performance levels are advanced, proficient, basic, below basic, and far below basic. The

California State Board of Education has established the top two levels (advanced or proficient) as the goal for all students.

### **Local Measures of Student Performance**

Teachers use a variety of methods to evaluate student progress, including written evaluations, oral evaluations, projects, ongoing writing samples, and group evaluations. A Direct Writing Assessment is administered to 8th grade students yearly. The STAR Writing Test is administered yearly to 7th grade students. In addition, math placement tests are used to ensure correct placement of all students. Progress reports are given to all students every six weeks. Two progress reports are issued prior to each semester's final grades. Many teachers provide information in addition to the six-week reports. Some teachers provide student progress information on websites.

### **Conclusions from Student Performance Data**

There is a definite discrepancy between the achievement of the less and more affluent groups, even though the number in the economically disadvantaged group is small. The same results exist between English proficient students and English Learner students. Although these numbers are small, we must provide methods/strategies for these students to improve their results and be academically successful. The school-wide goal is that all students will demonstrate proficiency. Over the last five years, scores of most of these subgroups have increased significantly.

**V. Summary of Progress Made on 2007-2008 Goals  
Diegueño Middle School**

**Goal #1 (English-Language Arts):**

**To increase the number of students scoring at proficient or above on the California Standards Tests/English Language Arts**

CST ELA	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	40	40	40	43	42	47
% Proficient	34	32	38	36	40	27
% Basic	20	19	15	16	13	19
% Below Basic	5	6	5	3	4	5
% Far Below Basic	1	3	2	3	1	2

**Progress/Results:**

In the area of English/Language Arts, the number of 7th grade students scoring proficient or higher decreased slightly from 78% to 74%. The number of 8th grade students scoring proficient or higher decreased from 79% to 72%. The 7th grade Economically Disadvantaged students increased from 41% to 48% while the 8th grade students decreased from 48% to 33% proficient. The 7th grade English Learner students decreased from 19% to 18% and there were no 8th grade students scoring proficient or higher last year, however this year there was an increase to 11%. The 7th grade re-classified English Learner students decreased from 73% to 71% proficient, while the 8th grade students decreased from 79% to 67%. The 7th grade students with disabilities increased from 25% to 40% while the 8th grade students decreased from 38% to 22%. Although the school wide growth target was met and the growth target for the subgroup "White (non Hispanic) students was met, our Hispanic/Latino subgroup demonstrated a decrease in growth on the API score. Counselors and principal continue to meet regularly to review student progress. Departments are implementing benchmark tests to measure student progress. Support programs are offered before school, during lunch, after school, during the school day, and on one Saturday per month. "Road to Success" parent forums are held at least once per year.

**Goal #2 (Mathematics)**

**To increase the number of students scoring at proficient or above on the California Standards Tests/Math**

CST Math 7	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	33	N/A	34	N/A	38	N/A
% Proficient	35	N/A	35	N/A	39	N/A
% Basic	22	N/A	20	N/A	17	N/A
% Below Basic	8	N/A	8	N/A	4	N/A
% Far Below Basic	1	N/A	4	N/A	1	N/A

**Progress/Results:**

In the area of Mathematics, the number of 7th grade students scoring proficient or higher decreased from 69% to 68%. In the area of General Mathematics, 8th grade students stayed the same at 52%. In the area of Algebra, 8th grade students increased significantly from 84% to 95% proficient or higher. The 7th grade Economically Disadvantaged students increased from 34% to 37% proficient or higher in General Mathematics while the 8th grade students decreased from 51% to 28% proficient or higher. The 8th grade Economically Disadvantaged students increased from 82% to 93% proficient or higher on the Algebra test. Seventh grade English Learner students decreased from 25% to 19% proficient or higher. The 7th grade re-classified English Learner students decreased from 87% to 77% proficient or higher while 8th grade students had no score last year or this year. Seventh grade students with a disability increased from 19% to 24% on the General Math test and the 8th grade students increased from 28% to 36% proficient or higher. Counselors and principal continue to meet regularly to review student progress. Departments give common assessments to measure student progress. Support programs are offered before school, during lunch, after school, during the school day, and on one Saturday per month. "Road to Success" parent forums are held at least once per year.

CST Gen. Math 8 (Pre-Alg 2)	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	N/A	12	N/A	7	N/A	10
% Proficient	N/A	40	N/A	45	N/A	43
% Basic	N/A	27	N/A	30	N/A	29
% Below Basic	N/A	13	N/A	11	N/A	14
% Far Below Basic	N/A	7	N/A	7	N/A	4

CST Algebra I	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	*	50	*	39		51
% Proficient	*	45	*	45		38
% Basic	*	5	*	14		8
% Below Basic	*	0	*	2		2
% Far Below Basic	*	0	*	0		1

CST Geometry	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	N/A	*	N/A		N/A	*
% Proficient	N/A	*	N/A		N/A	*
% Basic	N/A	*	N/A		N/A	*
% Below Basic	N/A	*	N/A		N/A	*
% Far Below Basic	N/A	*	N/A		N/A	*

**Goal #3 (Science):**

A goal in Science was not present in last year's plan. The third goal was written to address the need to increase under-represented students in higher level academic classes including the GATE program. The SPSA for 2008-2009 has a new goal written to address the core area of Science.

CST Science	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	N/A	49	N/A	37	N/A	39
% Proficient	N/A	27	N/A	29	N/A	26
% Basic	N/A	11	N/A	23	N/A	19
% Below Basic	N/A	6	N/A	8	N/A	12
% Far Below Basic	N/A	7	N/A	3	N/A	5

**Progress/Results:**

Eighth grade students are the only students who take the Science STAR test. Students scoring proficient or higher increased significantly from 66% to 76%. The Economically Disadvantaged students increased from 40% to 47%. The English Learner students decreased from 17% to 22%. The re-classified English Learner students increased significantly from 58% to 80% proficient. Students with disabilities increased from 38% to 47%. Overall, all 8th grade students and subgroups scored increased significantly. The Science department is implementing benchmark tests to measure student progress. Support programs are offered before school, during lunch, after school, during the school day, and on one Saturday per month. "Road to Success" parent forums are held at least once per year.

**Goal #4 (History/Social-Science):**

A goal in History was not present in last year's plan. The SPSA for 2008-2009 has a new goal written to address the core area of History.

CST History-SS	2008		2007		2006	
	7	8	7	8	7	8
% Advanced	N/A	36	N/A	37	N/A	46
% Proficient	N/A	21	N/A	34	N/A	23
% Basic	N/A	26	N/A	17	N/A	19
% Below Basic	N/A	12	N/A	8	N/A	7
% Far Below Basic	N/A	4	N/A	5	N/A	5

**Progress/Results:**

Eighth grade students are the only students who take the History STAR test. Students scoring proficient or higher decreased significantly from 71% to 57%. The Economically Disadvantaged students decreased significantly from 54% to 18%. The English Learner students decreased from 10% to 0%. The re-classified English Learner students decreased significantly from 71% to 40% proficient. Students with disabilities increased from 38% to 39%. Overall, all 8th grade students and subgroup scores decreased significantly. The History department is creating and implementing benchmark tests to measure student progress. Support programs are offered before school, during lunch, after school, during the school day, and on one Saturday per month. "Road to Success" parent forums are held at least once per year.

**Goal #5 (Students Feeling Safe at School):**

To provide a safe and drug-free school environment for all students to be successful academically and socially.

Healthy Kids Survey Data	2009		2007		2005	
	7	8	7	8	7	8
Feel Safe at School			66%	60%	N/A	N/A
Feel Like a Part of School			59%	48%	N/A	N/A

**Progress/Results:**

Department Chairs have received and reviewed the Healthy Kids Survey. All staff will receive and review this document as well. Staff continue to work on "student connection" activities with students, including implementation of the school-wide "Character Counts" program. Science classes continue to focus on drug, alcohol, and tobacco education instruction as do some of the physical education classes. Our student planners provide students with additional drug information ("Just Say No") and "Character Counts" information. The District READI program focuses on providing counseling and drug education for students in lieu of official suspension and for students who believe they need this program. Students who do bring drugs/paraphernalia to school will attend this program or be suspended/expelled from school. A school-site safety plan is updated yearly and every staff member has a copy of this plan. Fire drills, lockdown drills, and evacuation drills are held throughout that school year. The Site Safety Committee meets once a month as does the District Safety Committee.

**VI. Planned Improvements in Student Performance (Goals)**  
**Diegueño Middle School**  
**2008-09**

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the California English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English Learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

**School Goals for Improving Student Achievement**  
**Diegueño Middle School**  
**2008-09 SPSA**

**SCHOOL GOAL #1:**

**To increase the number of students scoring at proficient or above on the California Standards Tests/English Language Arts**

**School-wide objective: To increase the number of students scoring at proficient or above on CST ELA by 8% by 2010 with an increase of at least 5 percent by 2009 as measured by the 2009 CST results.**

<b>S.M.A.R.T Objectives (Strategic &amp; Specific Measurable, Attainable, Results-based, Time Bound)</b>	<b>Benchmark Indicators (Evidence of Progress)</b>	<b>Activities</b>	<b>Timeframe</b>	<b>Responsible Parties</b>
To increase the percentage of economically disadvantaged students scoring at the proficient level for CST-English Language Arts from 47% to 52% or better in the 7th grade and 33% to 38% or better in the 8th grade as measured by the results of the 2007 STAR test.	2008 English Language Arts CST results	Identify students in each sub group scoring Basic, Below Basic, Far Below Basic on the ELA/CST.	August, 2008	Principal, counselors, and teaching staff
To increase the percentage of English Language Learners scoring at the proficient level for CST-English Language Arts from 18% to 23% or better in the 7th grade and 11% to 16% or better in the 8th grade as measured by the results of the 2007 STAR test.	English benchmarks - 3 times per year.	Give benchmark tests	Oct., Jan., and April, 08-09	
To increase the percentage of Special Education students scoring at the proficient level for CST-English Language Arts from 40% to 42% or better in the 7th grade and 22% to 24% or better in the 8th grade as measured by the results of the 2006 STAR test.	Monitor progress report grades every 6 weeks beginning October	Give SRI pre/post tests in fall/spring.	Fall and Spring	
	SRI and Read 180	Give DWA pre/post test	Fall/Spring	
	DWA (8th grade)	Year-long STAR essay practice for March test.	On-going	
	STAR essay (7th grade)	Provide support programs during and after school.	On-going	

**School Goals for Improving Student Achievement  
Diegueño Middle School  
2008-09 SPSA**

**SCHOOL GOAL #2:**

**To increase the number of students scoring at proficient or above on the California Standards Tests/Math**

**School-wide objective: To increase the number of students scoring at proficient or above on CST Math tests by 8% by 2010 with an increase of at least 5 percent by 2009 as measured by the 2009 CST results.**

<b>S.M.A.R.T Objectives (Strategic &amp; Specific Measurable, Attainable, Results-based, Time Bound)</b>	<b>Benchmark Indicators (Evidence of Progress)</b>	<b>Activities</b>	<b>Timeframe</b>	<b>Responsible Parties</b>
To increase the percentage of economically disadvantaged students scoring at the proficient level for CST-Math from 37% to 39% or better in the 7th grade and 28% to 30% or better in the 8th grade as measured by the results of the 2007 STAR test, and increased enrollment in Algebra I.	2008 Math CST results	Review 2007 CST results to Identify students in sub groups scoring Basic, Below Basic, Far Below Basic on the Math	August, 2008	Admin, Counselors, Math/SPED teachers, Title I coordinator
To increase the percentage of English Language Learners scoring at the proficient level for CST-Math from 19% to 21% or better in the 7th grade and 26% to 28% or better in the 8th grade as measured by the results of the 2007 STAR test, and increase enrollment in Algebra I.	Homework completion at 6 and 12 week grade report.	Measure homework completion at 6 week grade report and remeasure at 12 week grade report.	On-going and at 6 and 12 week grade reports	Counselors, teachers, and Title 1 coordinator
To increase the percentage of Special Education students scoring at the proficient level for CST-Math from 24% to 26% or better in the 7th grade and 36% to 38% or better in the 8th grade as measured by the results of the 2007 STAR test, and increase enrollment in Algebra I.	Common math assessments	Give common assessments throughout the school year and compare/discuss student performance results.	On-going	Principal, Math/Sped teachers
	Monitor grades every 6 weeks beginning October, 2008	Provide support programs during and after school	6 week progress report	Principal, Counselors, math/sped Teachers, Title I coordinator
		Communicate with parents and students regarding support programs	On-going	Principal, Counselors
		Conference with parents and students if students get a D or F on progress report/report card	Starting October, 2008 and ongoing	Principal, Counselors, math/sped teachers, Title I coordinator

**School Goals for Improving Student Achievement  
Diegueño Middle School  
2008-09 SPSA**

**SCHOOL GOAL #3:**

**To increase the number of students scoring at proficient or above on the California Standards Tests/Science**

**School-wide objective: To increase the number of students scoring at proficient or above on CST Science test by 8% by 2010 with an increase of at least 5 percent by 2009 as measured by the 2009 CST results.**

<b>S.M.A.R.T Objectives (Strategic &amp; Specific Measurable, Attainable, Results-based, Time Bound)</b>	<b>Benchmark Indicators (Evidence of Progress)</b>	<b>Activities</b>	<b>Timeframe</b>	<b>Responsible Parties</b>
To increase the percentage of Economically Disadvantaged students scoring at the proficient level for CST-Science (8th grade Life Science) from 47% to 49% or better as measured by the results of the 2008 STAR test.	CST results from Spring 2007	Analyze CST results as a department and identify students in each subgroup scoring Basic, Below Basic and Far Below Basic	August, 2008	Principal, Counselors, Science teachers, SPED teachers, Title I coordinator
To increase the percentage of English Language Learners scoring at the proficient level for CST-Science (8th grade Life Science) 22% to 24% as measured by the results of the 2008 STAR test.	Benchmark tests	Create two benchmark tests that all 8th graders will take.	Fall, 2008	Science Teachers
To increase the percentage of Special Education students scoring at the proficient level for CST-Science (8th grade Life Science) 47% to 49% as measured by the results of the 2008 STAR test.		Give benchmark tests 2 times per year and review scores.	Fall 08/Spring 09	Science Teachers
		Provide support programs during and after school	Ongoing	Principal, Counselors and Teachers

**School Goals for Improving Student Achievement  
Diegueño Middle School  
2008-09 SPSA**

**SCHOOL GOAL #4:**

**To increase the number of students scoring at proficient or above on the California Standards Tests/History**

**School-wide objective: To increase the number of students scoring at proficient or above on CST History test by 8% by 2010 with an increase of at least 5% by 2009 as measured by the 2009 CST results.**

<b>S.M.A.R.T Objectives (Strategic &amp; Specific Measurable, Attainable, Results-based, Time Bound)</b>	<b>Benchmark Indicators (Evidence of Progress)</b>	<b>Activities</b>	<b>Timeframe</b>	<b>Responsible Parties</b>
To increase the percentage of Economically Disadvantaged students scoring at the proficient level for CST-History from 18% to 23% or better as measured by the results of the 2008 STAR test. .	2008 CST scores.	Analyze 2008 CST results to Identify students in sub groups scoring Basic, Below Basic, Far Below Basic on the Math	August, 2008	Principal, Counselor, Social Science teachers, SPED Teachers, Title I Coordinator
To increase the percentage of English Language Learners scoring at the proficient level for CST-History from 0% to 5% as measured by the results of the 2008 STAR test.	Benchmark test scores	Create first and second semester benchmark testing.	2008 school year - first and second semester	Social Science Department
To increase the percentage of Special Education students scoring at the proficient level for CST-History from 19% to 24% as measured by the results of the 2008 STAR test.		Analyze benchmark data to identify strengths and weaknesses	Ongoing	Admin, Social Science Department
		Make a plan for improvement in areas of weakness as identified on benchmark data	Ongoing	Social Science Department

**School Goals for Improving Student Achievement  
Diegueño Middle School  
2008-09 SPSA**

**SCHOOL GOAL #5:**

**To provide a safe and drug-free school environment for all students to be successful academically and socially**

<b>S.M.A.R.T Objectives (Strategic &amp; Specific Measurable, Attainable, Results-based, Time Bound)</b>	<b>Benchmark Indicators (Evidence of Progress)</b>	<b>Activities</b>	<b>Timeframe</b>	<b>Responsible Parties</b>
A school safety and emergency procedure plan will be created and updated yearly; site Safety Committee to meet monthly per sign-in sheet and agenda.	<ul style="list-style-type: none"> <li>- Survey all staff each month to give safety ideas/violations to the Safety Committee</li> <li>- Regular emergency drills and evaluations, students and staff discussion and input, yearly update of safety and emergency plan, monthly site and district safety meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Create and handout School site safety plan</li> <li>Attend monthly Safety Committee meetings on site/DO.</li> </ul>	<ul style="list-style-type: none"> <li>August 2008</li> <li>Ongoing and monthly</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal and Safety Committee</li> <li>Safety Committee staff members/Assistant Principal</li> </ul>
Continue to promote the "Team Diegueño" school-wide approach to an anti-bullying, drug-free, safe environment for all students and staff. Increase the number of students feeling safe/connected based on the Healthy Kids Survey.	- Healthy kids survey results	Character Counts	Ongoing	Principal, Assistant Principal, Counselors, Teachers/School Staff
Continue to review the results of the Healthy Kids Survey and implement strategies and programs to provide a safe environment for all students.	- Reduced number of suspensions, fights, harassment issues, increased academic success as measured by classroom assessments and school-wide assessments and increased participation by students in school activities)	ASB/Peer Mediator events	Ongoing	ASB and Peer Mediator Advisors, Admin, Counselors
		Teacher lessons presentation	Ongoing	Teachers
		Counselor interventions (groups, one to one student meetings)	Ongoing	Counselors
		Cougar Camp Assistant Principal Discipline	August - September 2008	Admin, Teachers, Counselors

## VII. Categorical Funding/Budget

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

Categorical Planning  
Dieguno Middle School  
2008-2009 SY

### DNO MS

#### **Title I - 2008-2009 Estimated Total = \$140,059.00**

##### ➤ **Certificated sections**

- Emily Coulter - .2 Math Support (\$21,101)
- Anna Garfinkle - .2 Math Support (\$24,944)
- Linda Huston - .2 Read 180 (\$22,892)
- Rachel Rodas - .4 Title 1 coordinator (\$45,784) (.2 EIA see below 22,892)

SUB TOTAL Certificated = \$114,727

##### ➤ **Title I Aides**

Patricia Salinas 50%     \$5,643  
Ron Barrios 100%       \$13,281

SUB TOTAL Classified = \$18,924

**TOTAL TITLE 1 = \$133,651**

**Balance \$ 6,408**

#### **ELAP - 2008-2009 Estimated=Total \$16,631**

1 Bilingual Aide  
Patricia Salinas = \$5,643

**TOTAL ELAP =\$5,645**

**Balance \$10,988**

#### **EIA - 2008-2009 Estimated = Total \$27,793**

Marisela Dutra \$8,867  
Rachel Rodas \$22,892

Sub Total Certificated = \$31,759

**Balance \$-3,966**

**Library Grant - 2008-2009 = Total \$ 4,515**

**GATE- \$23,517**

**SIP - Total \$ 42,344**

### VIII. School Site Council Membership Diegueño 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anna Garfinkel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sally Nguyen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lil Locke	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bambi Step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adrienne St. George	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Robert Shockney	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jameson Burke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Elana Cates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>

*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).*

## Recommendations and Assurances Diegueño Middle School

The **School Site Council** recommends this school plan and proposed 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 (*Check those that apply*):
  - School Advisory Committee for State Compensatory Education Programs
  - English Learner Advisory Committee
  - Community Advisory Committee for Special Education Programs
  - Gifted and Talented Education Program Advisory Committee

Other (*list*)
4. The **School Site Council** reviewed the content requirements for school plans 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 Improvement Plan.
5. This school plan 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 school plan was adopted by the **School Site Council** on: November 4, 2008.

Attested:

Mary Anne Nuskin		
Typed name of school principal	Signature of school principal	Date
Anna Garfinkel		
Typed name of SSC chairperson	Signature of SSC chairperson	Date