

The Single Plan for Student Achievement

Joe Walker Middle School

School Name

19-65102-6071690

CDS Code

Date of this revision: 10/9/17

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

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

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Westside Union Elementary School District

School District

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The District Governing Board approved this revision of the School Plan on December 10, 2013.

II. School Vision and Mission

MISSION STATEMENT

Joe Walker Middle School provides a safe and positive environment which promotes academic success in Science, Technology, Engineering, And Learning Through Humanities. Through the collaborative efforts of school staff, students, parents, and community partners, STEALTH education creates critical thinkers, increases twenty-first century literacy, inspires creativity and develops the next generation of innovators to improve the world in which we live. At Joe Walker Middle School, student achievement is measured by a balanced assessment system using formal assessments as well as project based learning.

VISION STATEMENT

At the 1972 dedication of Joe Walker Middle School, then-member of the Westside Union School District School Board, James Skalicky stated, "We all want the best education possible for our children; an education that creates enthusiasm and pride in one's accomplishments; one that stimulates the inner self for a desire of understanding people, cultures, society, and education itself." To fulfill this vision, Joe Walker Middle School creates a culture of success by partnering with community organizations to promote instructional relevance in our educational program. In order to best prepare our students for success with twenty-first century skills, we provide a balanced curriculum that educates the whole child combining science, technology, engineering, and mathematics with the arts and humanities. Every child will receive a STEALTH education at Joe Walker Middle School.

III. School Profile

SCHOOL PROFILE

Joe Walker Middle School serves over 963 students in grades six, seven, and eight. Joe Walker receives students from four of the district's eight elementary (K-6) feeder schools: Gregg Anderson Academy, Sundown, Valley View, and Quartz Hill. Our student population is approximately 39% white, 42% Hispanic, 13% African American, and 6% other population. Less than 5% of our population are English Learners and less than 11% are Students with Disabilities. Approximately 47% of our students are identified as socioeconomically disadvantaged.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

B. Analysis of Current Instructional Program (See Appendix B)

V. Description of Barriers and Related School Goals

Alignment of curriculum, instruction and materials to content and performance standards:

Reading, language arts, math, science, and history curriculum, instruction and materials are directly aligned to district and state content and performance standards. Standards-based staff development opportunities are available. Teachers work with the members of their department and grade level to develop year-long pacing plans to ensure that instruction in the core academic areas will address the standards. Pacing plans/curriculum maps are reviewed quarterly and performance assessments are given to students throughout the year. Departments meet regularly to review student work and assessment data to ensure that students are mastering skills addressed by the content/Common Core standards. Site administrators receive training on the standards and how to coach, supervise and evaluate teachers according to their ability to teach the standards. Staff continues to work in area of differentiating instruction to meet the needs of all students, particularly those participating in advanced course work, ELD, and special education. Staff members continue to work to ensure that the goals and objectives of students receiving special education services are aligned with grade level appropriate content standards.

Availability of standards-based instructional materials appropriate to all student groups

The district has worked diligently to ensure that language arts, math, science, and history curriculum, instruction and materials are directly aligned to district and state content and performance standards. Students are provided with textbooks that are aligned with the content standards with supplemental supports available through online portals such as Google Classroom. Teacher-created materials used in the classroom are also standards-based. Care is taken by site staff members to ensure that supplemental support materials that are purchased with appropriate categorical funds are standards-based. The increased availability of standards-based materials for ELD, GATE, and special education students would strengthen the instructional program.

Alignment of staff development to standards, assessed student performance and professional needs:

Staff members have the opportunity to attend staff development to address the alignment of standards, assessed student performance, and professional needs. The New Teacher Induction, Intern, and Ed Specialist programs provide support and instruction for beginning teachers. School site meeting time is used to analyze specific site and grade level issues. Administrative training is offered to administrators and teachers to provide assistance in using formal and informal assessment data to guide and inform instruction.

Services provided by the regular program to enable Under-performing students to meet standards:

Students having difficulty meeting grade level expectations are offered many opportunities to achieve academic success. Student Success Teams (SSTs) are convened to address students who are experiencing difficulty accessing the curriculum despite interventions by the classroom teacher. These teams consist of the classroom teacher, parent, Resource specialist, principal and school psychologist (if necessary). All students are assessed on their initial reading levels in a district purchased reading program, Fast ForWord. Joe Walker uses this data to determine which students will receive reading and comprehension support. Special Education students receive 45 minutes of computer-based reading intervention during the school day three times a week. A small number of general education students receive the same instruction during before/after school tutoring.

Services provided by categorical funds to enable Under-performing students to meet standards:

Services provided by categorical funding to enable under-performing students to meet the standards include: instructional assistant time for direct assistance to under-performing students; before or after school tutoring; release time for teachers to attend staff development opportunities which are directly linked to standards-based curriculum and use of the district psychologist to provide data which drive the schools' testing analysis for improvement. Before and after-school tutoring is available in the Learning Lab and from individual teachers. Additional support is offered in the Learning Lab during lunch each day of the week.

Use of state and local assessments to modify instruction and improve student achievement:

Assessment data is the driving force in generating instruction in all classrooms. All teachers are involved in looking at

assessment data and developing an improvement plan. Expenditures are all related to improving student achievement based on findings in data. Teachers regularly examine student work samples at grade level meetings to ensure that students are mastering grade level standards.

Family, school, district and community resources available to assist these students:

Under-performing students are provided assistance in a variety of ways. Parent-teacher conferences provide recommendations for parents to further their children's academic success and behavioral concerns in the classroom. Parents have access to PowerSchool to regularly review students' grades and progress. The phone dialer system is regularly used to inform parents of school activities. Homework may be modified or accommodated to address students' needs. After school tutoring is available to assist academically at-risk students (including ELL, foster, and socio-economically disadvantaged students). The student handbook and first day packet provide parents information on available programs for at risk students. The district provides information at parent meetings, including the Superintendent's Advisory Committee, for parents to access help for their children in school. Principals are provided information in the form of flyers, and training at Principal's meetings and administrative sessions. W.A.V.E., Westside's educational foundation, provides grant monies for schools and teachers to supplement the programs provided at each school.

Limitations of the current program to enable Under-performing students to meet standards:

The effectiveness of the current instructional program would be enhanced by on-going staff development in the areas of:

- Knowledge of the state adopted frameworks and content standards
- Use of assessment data to guide and inform instruction
- Differentiation of instruction, particularly for ELD, special needs and at-risk students
- Inclusion of special needs students into the general education environment
- Vertical articulation of curriculum from one grade level to the next
- Effective use of technology to support the instructional program and to facilitate the analysis of assessment data
- Increased time to provide remediation for those students determined to be at-risk

VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic growth targets and grade level expectations. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL #1 (Based on conclusions from Analysis of Program Components and Student Data pages) GOAL # 1 – Improve Language Arts annual scores by 3% for all students by collectively measuring/monitoring teacher assessments, student work, common assessments, benchmark assessments, report card grades and CAASPP.	
Student groups and grade levels to participate in this goal: All 6th, 7th, and 8th grade students enrolled in Joe Walker Middle School.	What data did you use to develop this goal.? Improve annual state test scores by 3% for Joe Walker students.
What were the findings from the analysis of this data? Teacher assessments, student work, common assessments, benchmark assessments, report card grades, and CAASPP.	How will the school evaluate progress made toward achieving this goal? 2016-2017 CAASPP results for Joe Walker Middle School students.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>A. Alignment of instruction with content standards The site will:</p> <ol style="list-style-type: none"> 1. Participate in district sponsored grade level meetings to review and revise benchmark assessments to align wording and rigor of questions with State Standards. 2. Conduct monthly and quarterly site collaborations to monitor student progress towards attaining essential standards (common and benchmark assessments) as well as developing student intervention and enrichment activities. 3. Analyze benchmarks, common assessments, student work, CAASPP, and additional data on a quarterly basis to measure progress on academic goals. 4. Develop and refine a protocol for monthly and quarterly collaboration sessions. 5. Provide professional development supplies and training to improve and refine data analysis and implementation of a Professional Learning Community model. 6. Articulate ELA curriculum between grade levels. 7. Provide a Title I Instructional Coordinator to analyze data, design common formative assessments, and support best instructional strategies. <p>LCAP 1.4, 1.5, 1.7, 1.8, 1.9, 1.12, 2.3, 2.11</p>	<ol style="list-style-type: none"> 1. Staff/Ongoing 2. Staff/Ongoing 3. Staff/Ongoing 4. Staff/Ongoing 5. Staff/Ongoing 6. Staff/Ongoing 7. Staff/Ongoing 	<ol style="list-style-type: none"> 1. No extra cost 2. No extra cost 3. No extra cost 4. No extra cost 5. Training, resources, conferences 6. Supplies, books, training 7. 1/6th 	<ol style="list-style-type: none"> 1. District 2. NA 3. NA 4. NA 5. \$6,222 6. NA 7. \$17,000 	<ol style="list-style-type: none"> 1. NA 2. NA 3. NA 4. NA 5. Title 1 6. District 7. Title 1

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>B. Use of standards-aligned instructional materials and strategies The site will:</p> <ol style="list-style-type: none"> Utilize collaboration and classroom observations to ensure full implementation of district adopted teaching materials. Implement the SBE adopted reading intervention for students reading far below grade level. Increase the use of high level student engagement strategies. Establish Teacher Learning Teams to research and collect data to identify programs and professional development to improve student achievement. Provide additional professional development for staff through collaboration, consultants, conferences, professional resources and AVID trainings to improve instruction. Monitor student achievement with multiple measures including the use of reports in Illuminate. Teachers will implement content area reading strategies to improve student informational reading skills. <p>LCAP 1.3, 1.12, 2.3, 2.4, 2.7</p>	<ol style="list-style-type: none"> Staff/Ongoing Staff/Ongoing Staff/Ongoing Staff/Ongoing Staff/Ongoing Staff/Ongoing Staff/Ongoing 	<ol style="list-style-type: none"> No extra cost No extra cost No extra cost Books, supplies, research, and training Release time, contracted consultants, professional development resources, conferences, and AVID training No extra cost Release time and / or extra duty pay for staff as needed No Extra Cost 	<ol style="list-style-type: none"> NA NA NA NA District District NA 	<ol style="list-style-type: none"> NA NA NA District District District NA
<p>C. Extended/additional learning time The site will:</p> <ol style="list-style-type: none"> Offer specific targeted instruction after school, at Saturday School, and during intersession for students not proficient on benchmark exams, common assessments, and grade reports. Offer AVID tutoring, after school tutoring and high school mentoring. Participate in enrichment activities such as but not limited to science team competitions, Lego League, Mathletes, VEX Robotics, Ballroom Dance, Civil Air Patrol, Creative Writing, and NASA sponsored educational activities. Provide a variety of experiences, field trips and assemblies which support and enrich the ELA curriculum. Provide Learning Lab tutoring and homework help for students in need of additional support during before school, after school, and during lunch. <p>LCAP 2.3, 2.4, 2.7, 2.8, 2.17, 2.18, 2.19</p>	<ol style="list-style-type: none"> Staff/Ongoing Staff/Ongoing Staff/Ongoing Staff/Ongoing Staff/Ongoing 	<ol style="list-style-type: none"> Curricular materials, supplies, and staff Curricular materials, supplies, and staff Transportation, curriculum, supplies Transportation, curriculum, supplies Staff, technology, and supplies 	<ol style="list-style-type: none"> District District \$3500 As needed District 	<ol style="list-style-type: none"> District District Title 1 Grants/donations District
<p>D. Increased access to technology: The site will:</p> <ol style="list-style-type: none"> Purchase and replace classroom technology that supports effective teaching and student learning. Investigate and purchase of on-line resources, social networking, iPads, and other interactive technologies to increase student engagement and student learning. Keep site website updated with pertinent and academic and curricular information. <p>LCAP 1.3, 1.17, 2.5</p>	<ol style="list-style-type: none"> Staff/Ongoing Staff/Ongoing Staff/Ongoing 	<ol style="list-style-type: none"> Equipment, parts, supplies as needed. Site No extra cost 	<ol style="list-style-type: none"> District Site NA 	<ol style="list-style-type: none"> District Site NA

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>E. Involvement of staff, parents and community</p> <p>The site will:</p> <ol style="list-style-type: none"> 1. Communicate with parents at regular intervals on student achievement through PowerSchool, report cards, parent conferences, teacher and school websites, email, and phone calls. 2. Provide opportunities for parents to participate in decision making related site initiatives such as School Site Council, PTA, ELAC, program advisory boards, and academic enrichment activities. 3. Provide Parent Education workshops to build parent's capacity to positively impact their student's educational experience. <p>LCAP 2.32, 3.8, 3.10, 3.12, 3.13</p>	<ol style="list-style-type: none"> 1. Staff/Ongoing 2. Staff/Ongoing 3. Staff/Ongoing 	<ol style="list-style-type: none"> 1. No extra cost 2. No extra cost 3. Curricular materials, supplies, training, and staff 	<ol style="list-style-type: none"> 1. NA 2. NA 3. District 	<ol style="list-style-type: none"> 1. NA 2. NA 3. District

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) GOAL # 2 – Improve Math annual scores by 3% for all students by collectively measuring/monitoring teacher assessments, student work, common assessments, benchmark assessments, report card grades and CAASPP.	
Student groups and grade levels to participate in this goal: All 6th, 7th, and 8th grade students enrolled in Joe Walker Middle School.	What data did you use to develop this goal.? Improve annual state test scores by 3% for Joe Walker students.
What were the findings from the analysis of this data? Teacher assessments, student work, common assessments, benchmark assessments, report card grades, and CAASPP.	How will the school evaluate progress made toward achieving this goal? 2016-2017 CAASPP results for Joe Walker Middle School students.

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
A. Alignment of instruction with content standards The site will: 1. Participate in district sponsored grade level meetings to review and revise benchmark assessments to align wording and rigor of questions with State Standards. 2. Conduct monthly and quarterly site collaborations to monitor student progress towards attaining essential standards (common and benchmark assessments) as well as developing student intervention and enrichment activities. 3. Analyze benchmarks, common assessments, student work, CAASPP, and additional data on a quarterly basis to measure progress on academic goals. 4. Develop and refine a protocol for monthly and quarterly collaboration sessions. 5. Provide professional development supplies and training to improve and refine data analysis and implementation of a Professional Learning Community model. 6. Articulate math curriculum between grade levels. 7. Provide a Title I Instructional Coordinator to analyze data, design common formative assessments, and support best instructional strategies. LCAP 1.4, 1.5, 1.7, 1.8, 1.9, 1.12, 2.3, 2.11	1. Staff/Ongoing 2. Staff/Ongoing 3. Staff/Ongoing 4. Staff/Ongoing 5. Staff/Ongoing 6. Staff/Ongoing 7. Staff/Ongoing	1. No extra cost 2. No extra cost 3. No extra cost 4. No extra cost 5. Training/Consultant and supplies 6. Supplies, books, training 7. 1/6th	1. District 2. NA 3. NA 4. NA 5. NA 6. NA 7. \$34,000	1. NA 2. NA 3. NA 4. NA 5. District 6. District 7. Title 1

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>B. Use of standards-aligned instructional materials and strategies The site will:</p> <ol style="list-style-type: none"> Utilize collaboration and classroom observations to ensure full implementation of of district adopted teaching materials. Implement web-based math intervention for students performing far below grade level. Increase the use of high level student engagement strategies. Establish Teacher Learning Teams to research and collect data to identify programs and professional development to improve student achievement. Provide additional professional development for staff through collaboration, consultants, conferences, professional resources and AVID trainings to improve instruction. Monitor student achievement with multiple measures including the use of reports in Illuminate.. <p>LCAP 1.3, 1.12, 2.3, 2.4, 2.7</p>	<ol style="list-style-type: none"> Staff/Ongoing Staff/Ongoing Staff/Ongoing Staff/Ongoing Staff/Ongoing Staff/Ongoing 	<ol style="list-style-type: none"> No extra cost No extra cost No extra cost Books, supplies, research, and training Release time, contracted consultants, professional development resources, conferences, and AVID training No extra cost Release time and / or extra duty pay for staff as needed 	<ol style="list-style-type: none"> NA NA NA NA District District 	<ol style="list-style-type: none"> NA NA NA District District District
<p>C. Extended/additional learning time The site will:</p> <ol style="list-style-type: none"> Offer specific targeted instruction after school, at Saturday School, and during intercessions for students not proficient on benchmark exams, common assessments, and grade reports. Offer AVID tutoring, after school tutoring and high school mentoring. Participate in enrichment activities such as but not limited to science team competitions, Lego League, Mathletes, VEX Robotics, Ballroom Dance, Civil Air Patrol, Creative Writing, and NASA sponsored educational activities. Provide a variety of experiences, field trips and assemblies which support and enrich the math curriculum. Provide Learning Lab tutoring and homework help for students in need of additional support during before school, after school, and during lunch. <p>LCAP 2.3, 2.4, 2.7, 2.8, 2.17, 2.18, 2.19</p>	<ol style="list-style-type: none"> Staff/Ongoing Staff/Ongoing Staff/Ongoing Staff/Ongoing Staff/Ongoing 	<ol style="list-style-type: none"> Curricular materials, supplies, and staff Curricular materials, supplies, and staff Transportation, curriculum, supplies Transportation, curriculum, supplies Staff, technology, and supplies 	<ol style="list-style-type: none"> District District \$3500 As needed District 	<ol style="list-style-type: none"> District District Title 1 Grants/donations District
<p>D. Increased access to technology: The site will:</p> <ol style="list-style-type: none"> Purchase and replace classroom technology that supports effective teaching and student learning. Investigate and purchase of on-line resources, social networking, iPads and other interactive technologies to increase student engagement and student learning. Keep site website updated with pertinent and academic and curricular information. <p>LCAP 1.3, 1.17, 2.5</p>	<ol style="list-style-type: none"> Staff/Ongoing Staff/Ongoing Staff/Ongoing 	<ol style="list-style-type: none"> Staff/Ongoing Staff/Ongoing Staff/Ongoing 	<ol style="list-style-type: none"> District Site NA 	<ol style="list-style-type: none"> District Site NA

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>E. Involvement of staff, parents and community The site will:</p> <ol style="list-style-type: none"> 1. Communicate with parents at regular intervals on student achievement through PowerSchool, report cards, parent conferences, teacher and school websites, email, and phone calls. 2. Provide opportunities for parents to participate in decision making related site initiatives such as School Site Council, PTA, ELAC, program advisory boards, and academic enrichment activities. 3. Provide Parent Education workshops to build parent's capacity to positively impact their student's educational experience. <p>LCAP 2.32, 3.8, 3.10, 3.12, 3.13</p>	<ol style="list-style-type: none"> 1. Staff/Ongoing 2. Staff/Ongoing 3. Staff/Ongoing 	<ol style="list-style-type: none"> 1. No extra cost 2. No extra cost 3. Curricular materials, supplies, training, and staff 	<ol style="list-style-type: none"> 1. NA 2. NA 3. District 	<ol style="list-style-type: none"> 1. NA 2. NA 3. District

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) GOAL #3 - To improve campus climate and student achievement through the encouragement of involvement in student activities and extra curricular activities while reducing daily discipline occurrences and trancies by 5% as compared to 2010/2011 year statistics.	
Student groups and grade levels to participate in this goal: 6th, 7th and 8th grade middle school students enrolled at Joe Walker.	What data did you use to develop this goal.? 5% overall reduction in baseline student referrals, discipline incidents, trancies, suspensions, and expulsions; 1% increase in ADA.
What were the findings from the analysis of this data? Student participation in site and ASB sponsored activities. Student attendance rates, referral records, daily discipline occurrences, trancies, suspensions, expulsions, safety committee input, and Healthy Kids Survey.	How will the school evaluate progress made toward achieving this goal? Student attendance rates, referral records, daily discipline occurrences, trancies, suspensions, expulsions statistics for school years 15/16 and 16/17.

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
A. Student support and school safety education The site will: 1. Work with community-based organizations that provide support and outreach to families of students who are truant, and/or have behavior/discipline problems. 2. Participate in Healthy Kids Survey. 3. Conduct annual Red Ribbon Week with a pro-education and anti-drug/alcohol focus. 4. Participate in the District "Great Kindness Challenge" anti-bullying program. 5. Participate in STOPit Bullying App program allowing students to anonymously report bullying or other unsafe situations. 6. Offer specific targeted intervention after school, at Saturday School, or during intersession for students whose behavior is significantly impeding their own student achievement. 7. Offer on-site mental health service for students who qualify for healthy families, medical, or victims of crime mental health services. 8. Implement Boy's Town behavior intervention program that focuses on teaching students explicit social skills to ensure they have meaningful and successful interactions with peers and adults. 9. Update Disaster Plan, Emergency Supplies List, and participate in Great California Shakeout. LCAP 3.2, 3.3, 3.4, 3.8, 3.10, 3.14, 3.15, 3.17	1. Admin/Ongoing 2. Staff/Ongoing 3. Staff/Ongoing 4. Staff/Ongoing 5. Staff/Ongoing 6. Staff/Ongoing 7. Community Partnership 8. Staff/Ongoing 9. Staff/Ongoing	1. Training, research, release time 2. District sponsored 3. No extra cost 4. No extra cost 5. No extra cost 6. Supplies, materials, speakers, and staff 7. NA 8. Training, research, release time 9. NA	1. NA 2. NA 3. NA 4. NA 5. NA 6. NA 7. NA 8. NA 9. NA	1. District 2. NA 3. NA 4. NA 5. District 6. District 7. NA 8. District 9. District

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>B. Decrease inappropriate student behaviors on campus The staff will:</p> <ol style="list-style-type: none"> 1. Continue staff development to improve effectiveness in working with an increasingly diverse student body. 2. Collaborate with local law enforcement to help reduce unsafe student behaviors. 3. Conduct monthly student discipline committee meetings to monitor campus climate issues. 4. Institute academic and behavioral awards on a regular basis. <p>LCAP 3.3, 3.4, 3.5, 3.6</p>	<ol style="list-style-type: none"> 1. Staff/Ongoing 2. Staff/Ongoing 3. Staff/Ongoing 4. Staff/Ongoing 	<ol style="list-style-type: none"> 1. Materials, supplies, equipment 2. NA 3. NA 4. Rewards/incentives 	<ol style="list-style-type: none"> 1. NA 2. NA 3. NA 4. As needed 	<ol style="list-style-type: none"> 1. NA 2. NA 3. NA 4. URGF
<p>C. Increase student activities The site will:</p> <ol style="list-style-type: none"> 1. Increase the student involvement in Associated Student Body through student senate activities. 2. Increase the number of associated student body activities to once a month. 3. Increase the number of clubs on campus. 4. Support year-long elective classes and special programs, such as: Yearbook, AVID, Civil Air Patrol, VEX Robotics, Innovations and Possibilities, ASB Leadership, and FIRST Robotics 5. Provide professional development for ASB and other student program advisors. 6. Provide a 0 period PE to allow students greater access to elective courses 7. Expand elective course offerings to include more career pathways. <p>LCAP 1.16, 2.8, 2.31</p>	<ol style="list-style-type: none"> 1. Staff/Ongoing 2. Staff/Ongoing 3. Staff/Ongoing 4. Staff/Ongoing 5. Staff/Ongoing 6. Staff/Ongoing 7. Staff/Ongoing 	<ol style="list-style-type: none"> 1. NA 2. NA 3. NA 4. Material, supplies, curriculum, uniforms, etc 5. Training, conferences, release time 6. 1/6th 7. Training, conferences, release time 	<ol style="list-style-type: none"> 1. NA 2. NA 3. NA 4. As needed 5. NA 6. \$17000 7. As needed 	<ol style="list-style-type: none"> 1. NA 2. NA 3. NA 4. TBD 5. TBD 6. District 7. URGF

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	55		64	55		64	55		64	100.0		100
Grade 7	452		412	447		409	445		409	98.0		99.3
Grade 8	438		458	433		454	431		454	98.0		99.1
All Grades	945		934	935		927	931		927	98.9		99.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2553.3		2568.8	22		28.13	45		40.63	24		18.75	9		12.50
Grade 7	2555.0		2553.6	16		15.16	45		37.41	27		26.65	27		20.78
Grade 8	2575.3		2579.6	15		15.42	42		41.41	27		25.55	16		17.62
All Grades	N/A	N/A	N/A	16		16.18	39		39.59	27		25.57	18		18.66

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	28		29.69	56		54.69	17		15.63	
Grade 7	22		23.72	46		46.45	32		29.83	
Grade 8	26		23.84	52		49.23	22		26.93	
All Grades	24		24.19	49		48.38	27		27.43	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	34		45.31	51		39.06	15		15.63	
Grade 7	32		27.76	51		52.58	17		19.66	
Grade 8	32		34.29	51		49.78	17		15.93	
All Grades	32		32.18	51		50.27	17		17.55	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	17		28.13	80		60.94	4		10.94
Grade 7	16		12.96	68		68.95	16		18.09
Grade 8	14		13.47	72		74.39	14		12.14
All Grades	16		14.25	70		71.06	17.14		14.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	35		35.94	58		51.56	7		12.50
Grade 7	30		29.10	52		49.14	18		21.76
Grade 8	28		33.11	56		48.57	17		18.32
All Grades	29		31.53	54		49.03	17		19.44

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	55		64	54		64	54		64	98.6		100
Grade 7	451		412	445		408	445		408	98.6		99
Grade 8	438		458	433		453	431		452	98.8		98.9
All Grades	944		934	932		925	930		924	98.7		99

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2526.8		2521.4	9		14.06	28		26.56	39		34.38	24		25.00
Grade 7	2531.0		2507.5	14		8.33	23		17.65	36		34.56	28		39.46
Grade 8	2541.1		2547.0	14		18.58	22		18.58	31		27.43	35		35.40
All Grades	N/A	N/A	N/A	14		13.74	22		18.72	34		31.06	31		36.47

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 6	20		20.31	39		37.50	41		42.19			
Grade 7	22		14.00	40		32.68	33		53.32			
Grade 8	20		22.12	33		36.50	47		41.37			
All Grades	21		18.42	37		34.89	42		46.70			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	15		21.88	54		48.44	31		29.69
Grade 7	18		11.27	53		51.72	29		37.01
Grade 8	17		19.69	57		44.25	26		36.06
All Grades	17		16.13	55		47.84	28		36.04

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	15		18.75	67		53.13	19		28.13
Grade 7	19		12.99	57		55.64	24		31.37
Grade 8	16		21.02	61		48.67	23		30.31
All Grades	17		17.32	59		52.06	24		30.63

Conclusions based on this data:

1.

Appendix A - School and Student Performance Data (continued)

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6															***
7	16	8	11	53	83	61	21		22			6	11	8	
8	25	14	9	33	43	45	42	29	36					14	9
Total	19	12	10	45	62	53	29	15	27			3	6	12	7

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Site teachers, administrators, district support staff and school site council review state assessments annually. This review is used to determine student placement, academic interventions, professional development and guide instruction. Additionally, district quarterly benchmarks and department common assessments are reviewed on an ongoing basis to make formative decisions about curriculum and instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Site departments and administrators utilize district quarterly benchmarks and department common assessments to make formative decisions about curriculum and instruction. This data is typically derived from multiple choice and short response example and compiled through a districtwide data management system. Additionally, departments and/or grade level teams review student work samples to measure and monitor student achievement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All Joe Walker teachers are highly qualified.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Both the site principal and vice principal have completed AB 75 training.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

All teachers at Joe Walker are highly qualified and have single subject credentials or supplemental authorizations in the subject they are currently teaching. As reflected in the site plan, a significant portion of the site budget is dedicated to professional development. Professional development includes but is not limited to conferences, consultants, coaching, district sponsored events, collaboration, and professional development as determined by site staff.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Professional development this year has been dedicated to best practices, common core, universal access, and 21st century learning.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

In addition to site level support, the school district provides BTSA support providers, mentor teachers, and instructional coaches.

8. Teacher collaboration by grade level (EPC)

Teachers have quarterly release days for collaboration with department and grade level. The school district has also provided additional professional development designated for department and grade level meetings. Typically, one staff meeting a month is also designated for grade level meetings. The master schedule for our middle school is designed with common prep periods for teachers within a grade level and subject whenever possible.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

All curriculum, instruction, and materials are aligned with the California State Standards.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

All students receive a minimum of 272 instructional minutes for Language Arts and Mathematics instruction. Additional minutes are provided for students who are not meeting proficiency standards.

11. Lesson pacing schedule (EPC)

Joe Walker follows the pacing plan as established by the Westside Union School District.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

All instructional materials are approved by both the Westside Union School District and the State Board of Education.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

15. Research-based educational practices to raise student achievement at this school (NCLB)

16. Opportunities for increased learning time (Title I SWP and PI requirement)

17. Transition from preschool to kindergarten (Title I SWP)

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

19. Strategies to increase parental involvement (Title I SWP)

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

22. Fiscal support (EPC)

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
LCFF-Base	\$
LCFF-Supplemental	\$
List and Describe Other State or Local funds:	\$
Total amount of state categorical funds allocated to this school:	\$

Federal Programs	Allocation
<input type="checkbox"/> True Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$63,308.00
<input type="checkbox"/> Title I, Part A: Schoolwide <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input checked="" type="checkbox"/> X Title I, Part A: Parent Improvement <u>Purpose:</u> Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$912
Other Federal Funds (list and describe(42))	\$
Total amount of federal categorical funds allocated to this school:	\$64,220.00

Total amount of state and federal categorical funds allocated to this school:	\$64,220.00
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(42) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.


Appendix D - 2014-15 Categorical District Services Budget

Appendix E - Recommendations and Assurances (Joe Walker Middle School)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee


Signature

Compensatory Education Advisory Committee

Signature

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

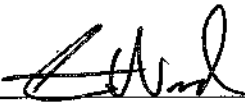
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10/11/17

Attested:

Steve Wood

Typed Name of School Principal



Signature of School Principal

10/11/17
Date

Todd Sorensen

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/11/17
Date

Appendix F - Joe Walker Middle School's Parent Involvement Policy

The staff of this school recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the principal or designee shall:

1. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of middle school students.
2. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in the classroom.
3. Provide information about parent involvement opportunities through PowerSchool, the district's web site, phone message, other written or electronic communications, and the Parent Resource Center.
4. Develop advisory boards, committees, and other forums which encourage parent/guardian input on school issues and programs.
5. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.
6. Encourage greater parent/guardian participation by offering a flexible number of meetings and adjusting meeting schedules when practicable to accommodate parent/guardian needs.
7. Build the capacity of the school and parents/guardians for strong parent involvement by:
 - providing information to parents/guardians on such topics as the state's academic content standards, the state's academic achievement standards, state and local academic assessments.
 - providing parents/guardians guidance on how to monitor a child's progress, work with educators, and to improve the achievement of their children.
 - educating teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions.
 - maintaining a Parent Resource Center to provide training, information, technology services, and support to parents/guardians of participating students.
8. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504) through such activities as:
 - encouraging parents/guardians to monitor their children's school attendance, academic progress, and citizenship via PowerSchool and Binder Reminders on a weekly basis.
 - providing parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits.
 - build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)
9. Jointly develop with the parents/guardians of a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards. This compact shall address:
 - The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards.

- Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, assignment completion, and academic progress as well as participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.
10. Ensure communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - Parent-teacher conferences in middle schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement.
 - Frequent reports to parents/guardians on their children's progress via PowerSchool, Binder Reminders, email, phone calls, and/or home visits as necessary.
 - Intervention meetings with the parents/guardians of students at risk of retention due to failing grades and/or lack of academic progress.
 - Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.
 11. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of school programs and the joint development of the school's Single Plan for Student Achievement.
 12. If the school's Single Plan for Student Achievement is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district.
 13. The principal or designee, jointly with parents/guardians shall annually review and update the school's parent involvement policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

Appendix G - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I will:

- Come to school each day prepared to do my best and be ready to learn.
- Participate in class activities.
- Take responsibility for completing and returning my classwork and homework.
- Maintain my Binder Reminder.
- Attend Learning Lab and tutoring as assigned.
- Check my academic progress on PowerSchool weekly.

Parents Pledge:

We will:

- Make sure that our child attends school regularly; is on time, and prepared to learn.
- Know what is expected of our child and what she/he is learning in school.
- Monitor our child's academic progress weekly on PowerSchool and in the Binder Reminder.
- Communicate regularly with our child's teachers.
- Encourage, assist and/or read with our child nightly.
- Attend Back-to-School night, parent-teacher conferences and other school events.

Staff Pledge:

Staff Responsibilities

We will:

- Provide meaningful learning activities that address challenging standards for all students.
- Communicate regularly with parents about their student's progress and ways that parents can provide assistance.
- Participate in meaningful staff development in effective teaching strategies, addressing the needs of a diverse student body, and working effectively with all members of our learning community.

Principal Pledge:

I will:

- Ensure that meaningful learning experiences that address challenging standards are provided for all students.
- Encourage and facilitate open communication between school and home.
- Provide opportunities for parents to learn about school and district standards, expectations and programs and how they can assist at home.
- Allocate adequate resources to ensure that high standards can be met by all children.

Appendix H - School Site Council Membership (Joe Walker 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 (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Steve Wood	X				
Ami Duffee		X			
Todd Sorensen		X			
Noelle Jones		X			
Valerie Toepper				X	
Jacque Harjes				X	
Katie Taube				X	
Shirley Hill			X		
Hannah Duffee					X
Anandika Saharan					X
Eden Holguin					X
Jocelyn Santiago			X		
Numbers of members of each category	1	3	2	3	3

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Appendix I: Single Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Identify the major expenditures supporting these priorities.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

What specific actions related to those strategies were eliminated or modified during the year?

Identify barriers to full or timely implementation of the strategies identified above.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
- Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population
- Other:

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- Continuing it with the following modifications:

Involvement/Governance

How was the SSC involved in development of the plan?

How were advisory committees involved in providing advice to the SSC?

How was the plan monitored during the school year?

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

Based on this information, what might be some recommendations for future steps to meet this goal?