

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	James Workman Middle School
Address	69-300 30th Ave. Cathedral City, CA 92234
County-District-School (CDS) Code	33-67173-6112692
Principal	Victoria Chavez
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/23-6/30/24
Schoolsite Council (SSC) Approval Date	October 7, 2023
Local Board Approval Date	December 12, 2023

This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Mission: To provide equitable learning opportunities so that students can discover their capabilities and build strong character to reach their highest potential.

Vision: Connect. Grow. Inspire. The Workman Way.

School Profile

James Workman Middle School is one of five middle schools within the Palm Springs Unified School District. It is located in Cathedral City serving the north side and a small population of Palm Springs students residing on the city's eastern edge. The 2022-2023 school year is our 29th year as a school of technology and the arts. It is our first year as a CDE Designated School to Watch. Our current enrollment is 1035 students, with the majority of our students walking or riding their bicycles to school. This enables a large number of students to participate in after school programs and activities.

Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA and subsequent Board approval will occur if substantial budget and/or material changes occur during the school year.

James Workman Middle School coordinates planning and data with the Palm Springs Unified School District through secondary administrative meetings monthly, instructional visits from the Director of Secondary Education, Assistant Superintendent of Educational Services, District Liaison and Superintendent to the school site, with the principal and through district inservices and training.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- ☑ Schoolwide Program
- ☑ Additional Targeted Support and Improvement

The purpose of this plan as it pertains to the status of ATSI is to support a decrease in chronic absenteeism for all student groups, with a targeted support focus for students with disabilities and homeless (McKinney Vento) students.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

James Workman Middle School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title I funds. SSC meets 3:45-4:45. The meeting dates for 2022/2023 were: 10/07/2022, 11/07/2022, 1/07/2023, 3/06/2022, and 5/8/2023. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard and Panorama Survey. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees and School Leadership team. The JWMS School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results:

- August 8, 2022 Parents remain the same. Mr. Randolph Avila, Mrs. Nicole Franz, Ms. Valerie Patron. Parents were nominated and elected through a school-wide google form. Parents will remain for the 22/23 school

year. Teachers Tara Baldwin and Jenn Dean remain the same. Gail DeWitt remains as classified staff representation.

- September 23, 2022: Shane Frakes and Keven Koch were voted in as teacher representatives for SSC Election closed on September 23, 2022.
- Staff members were nominated and elected through paper ballots in a school-wide election.

SSC Meeting Dates and Topics:

- October 10, 2022 – SSC Training by Vikki Chavez, principal - Review of SSC by-laws, election of officers, update of SPSA – copies provided to all council members for them to review prior to the next meeting
- November 14, 2022 – Presentation of Star Data, Comprehensive Safe School Plan approval
- January 30, 2022 –Presentation of Data Dashboard, PBIS Review.
- March 06 – Evaluation of SPSA actions and services, SPSA input for 23/24 school year, review of parent engagement policy, PBIS Report, ELAC Report
- May 8, 2023- 23/24 SPSA Approval and ELAC report.

For the 2022/23 school year, ELAC and SSC operated together.

For the upcoming year, based on the evaluation of the implementation and effectiveness of the SPSA actions (see Annual Evaluation and Needs Assessment section) and the review of state-available data, district benchmarks, and Panorama Survey input, the SSC recommended the following revisions to the SPSA:

More comprehensive implementation of AVID (Advancement Via Individual Determination) in the 7th and 8th grades, to include an elective and content-based program.

Professional Development for staff areas including English language learners, technology integration, Universal Design for Learning, Social Emotional Learning, Multitiered Systems of Support, and Students with Disabilities should be included for funding.

The need to refresh Professional Learning Communities and their protocols practices will again be a priority.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

According to grading reports within the winter Panorama assessment, students with IEPs and English learners continue to earn less than passing grades. These same groups have also scored lower on their STAR assessments. Resource inequities may include access to pedagogical supports and strategies that give student equal access to curriculum.

Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, and foster youth have led to improved performance for these students.

Last year's SBAC data was used to establish learning targets for all JWMS students. According to this state assessment, 37.4% of students were at or above grade-level in English/language arts, while 22.5% were at or above grade level in math. The breakdown by student group is as follows:

At or above grade-level in ELA:
English learners: 4.2%
African American: 53.3%
Students with Disabilities: 4.7%
Hispanic: 33.8%

Math:
English learners: .6%
African American: 25.0%

Reflections: Success

Students with Disabilities: 1.2%
Hispanic: 26.6%

In the fall and winter, JWMS used the STAR Reading Assessments to monitor and report student growth. According to the winter administration of the STAR Reading Assessment, 32.4% students overall were estimated to score at or above the proficiency benchmark on the SBAC reading portion. By grade level: 33.4 of 6th graders, 33.2% of 7th, and 30.7% of 8th graders estimated to have been at or above the proficiency benchmark.

Insofar as the STAR Math Assessment, according to the winter administration, 17.9% of the JWMS students overall were estimated to score at or above proficiency benchmark on the CAASPP math portion. By grade level, 19.6% of 6th graders, 16.8% of seventh graders, and 16.6% of 8th graders were estimated to have been at or above the proficiency benchmark. Current Star data for subgroups is as follows:

Student Group Performance:

According to the last Star assessment, the following percentages scored at or above proficiency level in language arts:

English learners: 1.6%
African American: 42.9%
Students with Disabilities: 7.4%
Hispanic: 30.3%

According to the last Star assessment, the following percentages scored at or above proficiency level in math:

English learners: 11.3%
African American: 40%
Students with Disabilities: 5.7%
Hispanic: 28%

According to the the California Data Dashboard, chronic absenteeism is very high for all students, with 27.5 students being identified as chronically truant. Student group percentages of chronically truant are as follows:

English learners: 30%
Hispanic: 26.2%
Students with Disabilities: 36.6%
SES: 25.5%
Homeless: 29.9%

For this data, JWMS has been identified as an ATSI school.

Successes:

60% of all JWMS Students scored at or above the typical growth rate in the area of math according to the fall to spring Star assessments.

60% of all JWMS Students scored at or above the typical growth rate in the area of reading/language arts according to the fall to spring Star assessments.

85% of the JWMS families who participated in the winter Panorama assessment stated they felt that the school offers a positive climate of support for academic learning for their students.

Supporting Actions: Teachers collaborated in Professional Learning Communities to identify standards, lessons, and students to support. Teachers were afforded the opportunity to collaborate in grade-level, department, and team groups in order to identify needs. Students participated in intervention programs offered by the PSUSD office of interventions. There were more opportunities for parents to participate in school-based activities during the 22/23 school year.

Using CAASPP Data from the 22/23 school year, which was released in October, 2023, the following reflects the most current state assessment results:

At or above grade-level in ELA:

Overall: 38.88%
English learners: 6.38%
African American: 46.16%
Students with Disabilities: 2.94%
Hispanic: 35.63%

Math:

Overall: 23.35%
English learners: 4.23%
African American: 23.07%
Students with Disabilities: 2.04%
Hispanic: 19.98%

Overall, gains were made in the areas of math and language arts in terms of state assessment data. As of October, 2023, suspension and chronic absenteeism is lower than last year's same period.

Referring to the California School Dashboard, identify: (a) any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators AND (b) identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these areas of low performance and performance gaps?

According to the prior year's SPSA, an increase in numbers of students proficient in the areas of ELA and math according to CAASPP and ELPAC would be made. Since there was no previous data on which to rely, the 22/23 assessments yielded a benchmark for the subsequent annual assessments. This data provided us with the following information: A total of 37.4% of students were at or above grade-level in English/language arts, while 22.5% were at or above grade level in math. This school year 33% of the English learners were reclassified to fluent English proficient for this school year.

Supporting Actions: Students were encouraged to attend after-school tutoring programs offered by the site and district. Teachers also offered small group lessons and lesson differentiation to meet the needs of students. Supplemental software and materials were also provided to support students in accessing the curriculum. Teachers also used ELlevation to monitor RFEP students, and a focus on ELPAC growth was made last year. English learners who had IEPs were reclassified using an alternative reclassification formula, as well.

Additional actions to achieve an increase in academic performance for the upcoming year: In order to align with the Distance From Standard overall goal, math and language arts teachers will collaborate to create a data protocol that aligns with the STAR Assessments. As formative assessments are evaluated, a greater focus on multi-tiered system of support program will be made. More students will be provided targeted and intensive interventions in six-week increments. While all students will be monitored, student groups such as students with disabilities, African American, and unduplicated pupils will be of intentional focus. Interventions include small groups, after-school tutoring, supplemental lessons through programs such as Freckle, and learning-lab settings. After-school tutoring will also be provided. Students participating in interventions will be monitored through the SST protocols and procedures. Due to a high need of support in the area of English learners, there will be greater attention to the professional development and delivery of lessons in content-based English language development and Specially Designed Academic Instruction in English. To support an increase in academic performance of students with disabilities, greater collaboration will be had between general and special education teachers with an emphasis on co-teaching in at least one grade level. Professional development opportunities will be provided to this end.

In the area of attendance, 31.9% of JWMS students were chronically absent, 6.5% below the district's average. SART and SARB meetings, however, were held for students who were regularly absent and of attendance or behavioral concern, but meetings were not consistently attended by families. The site employs an intervention specialist who, for the upcoming year, will support a highly-structured attendance program including monthly SART meetings and adherence to SARB procedures. Saturday schools were not well-attended, but a clerk will be partially funded by categorical funds to support Saturday School programs as well as SART meetings and family connections. Monthly attendance competitions were held, but will be more consistent for the upcoming year.

According to Panorama, Insofar as grades are concerned, 23% of JWMS students received an F in language arts and 40% received an F in math for the second trimester of the current school year. 38% of English learners and 33% of students with disabilities earned an F in language arts while 40% of English learners and 23% of students with disabilities earned an F in math for the same trimester. For the upcoming year, JWMS staff will engage in an MTSS/RTI process that will identify and support students who are earning less than satisfactory grades. Counselors will work with teaching teams to determine and support interventions in this area. Teachers will have access and focus on more deliberate interventions which will be used with fidelity.

Reflections: Identified Need

In terms of suspensions:

All Students (ALL): 11.4%
English Learner (EL): 15.3%
Hispanic (Hisp): 11.8%
African American (AA): 13.3%
Students with Disabilities (SWD):13.8%

FIX: In a continual effort to address the number of suspensions, referrals, and chronically absent students, administration will collaborate with student services to create a discipline guide which would support a restorative practice/behavior support model. Identified students will participate in a mentoring program, which will take place during the prep periods of participating teachers. We will also continue with the Check-in/Check-out program. We will also pay for additional hours and benefits of an office specialist who will support these efforts. We will also have a more cohesive tier II and III program.

October, 2023 Reflections: Identified Needs

English learners and students with disabilities continue to be the groups with the highest numbers of students not making academic gains according to state assessments.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.86%	0.49%	7	9	5
African American	2.0%	1.33%	1.36%	22	14	14
Asian	1.5%	1.33%	1.46%	17	14	15
Filipino	3.5%	3.62%	4.18%	40	38	43
Hispanic/Latino	81.4%	82.95%	82.59%	919	871	849
Pacific Islander	0.2%	0.19%	0.19%	2	2	2
White	8.6%	7.33%	6.91%	97	77	71
Multiple/No Response	2.2%	2.38%	2.82%	25	25	29
Total Enrollment				1,129	1050	1028

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	344	346	331
Grade 7	362	335	349
Grade 8	423	369	348
Total Enrollment	1,129	1,050	1,028

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	276	278	259	21.3%	22.2%	22.90%
Fluent English Proficient (FEP)	443	416	365	34.1%	33.2%	32.30%
Reclassified Fluent English Proficient (RFEP)	38	34	36	14.6%	12.3%	13.9%

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,050	98.1	21.9	0.7
Total Number of Students enrolled in James Workman Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	230	21.9
Foster Youth	7	0.7
Homeless	91	8.7
Socioeconomically Disadvantaged	1,030	98.1
Students with Disabilities	105	10.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.3
American Indian	9	0.9
Asian	14	1.3
Filipino	38	3.6
Hispanic	871	83.0
Two or More Races	25	2.4
Pacific Islander	2	0.2
White	77	7.3

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts <p>Low</p>	Chronic Absenteeism <p>Very High</p>	Suspension Rate <p>High</p>
Mathematics <p>Low</p>		
English Learner Progress <p>Low</p>		

Conclusions based on this data:

- 1.

School and Student Performance Data

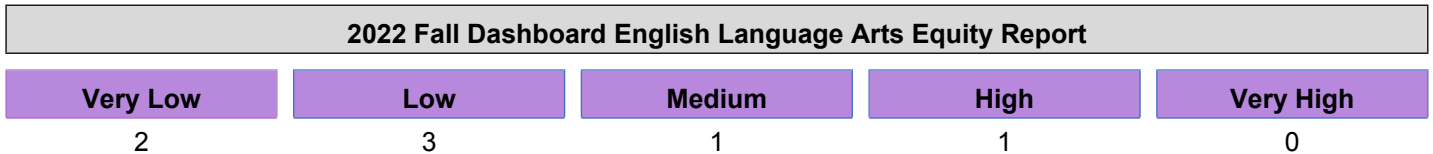
Academic Performance English Language Arts

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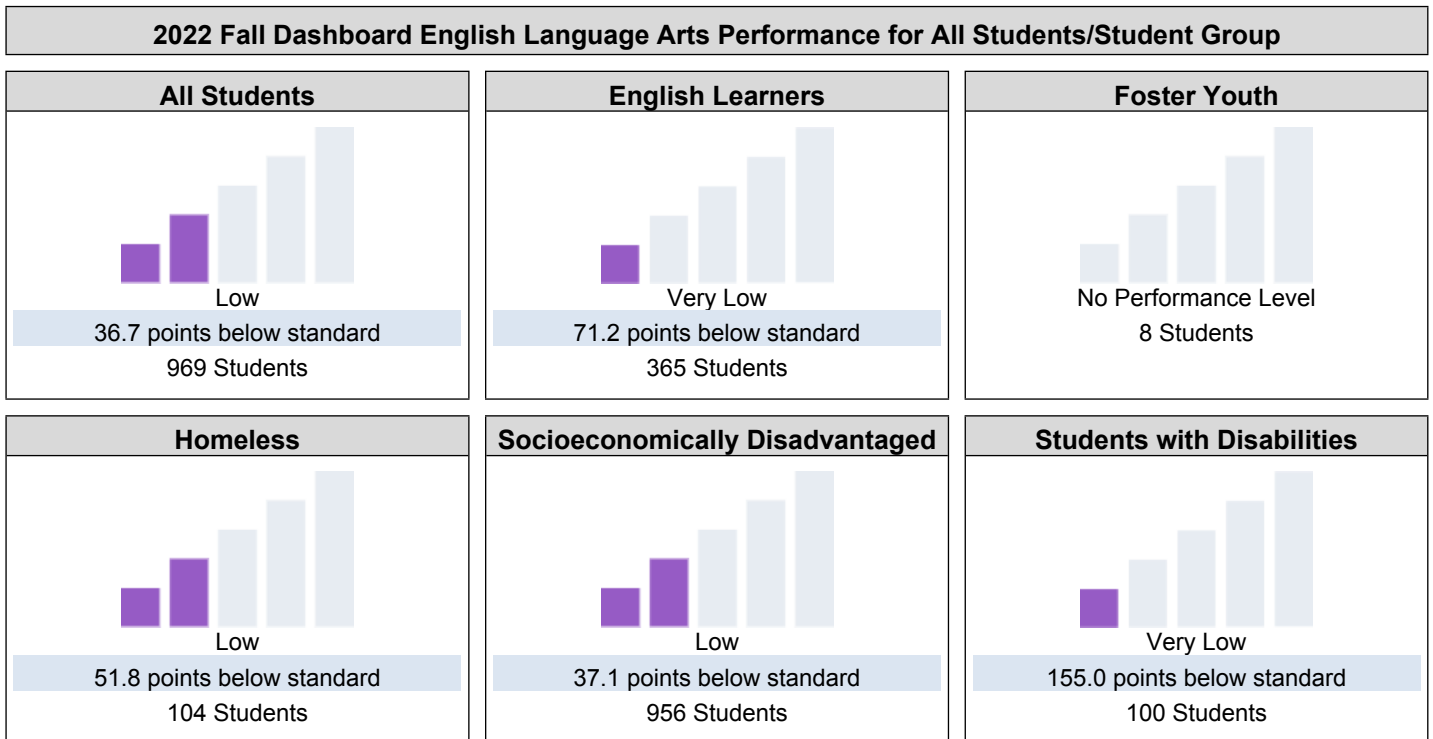
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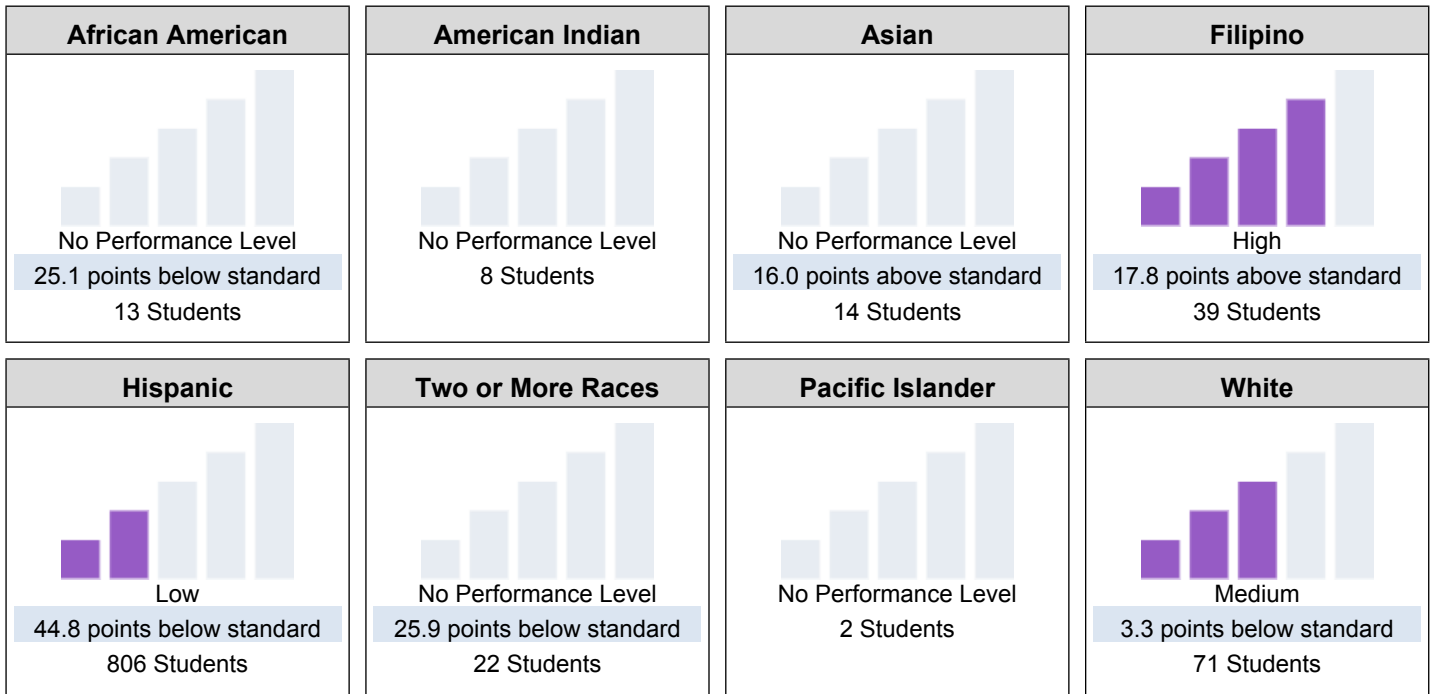
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
119.3 points below standard 204 Students	10.4 points below standard 161 Students	33.1 points below standard 437 Students

Conclusions based on this data:

1.

School and Student Performance Data

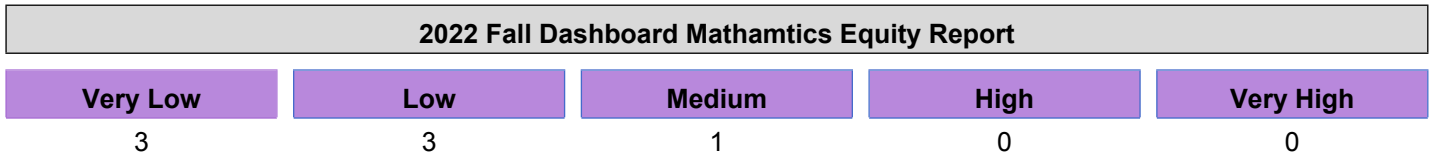
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

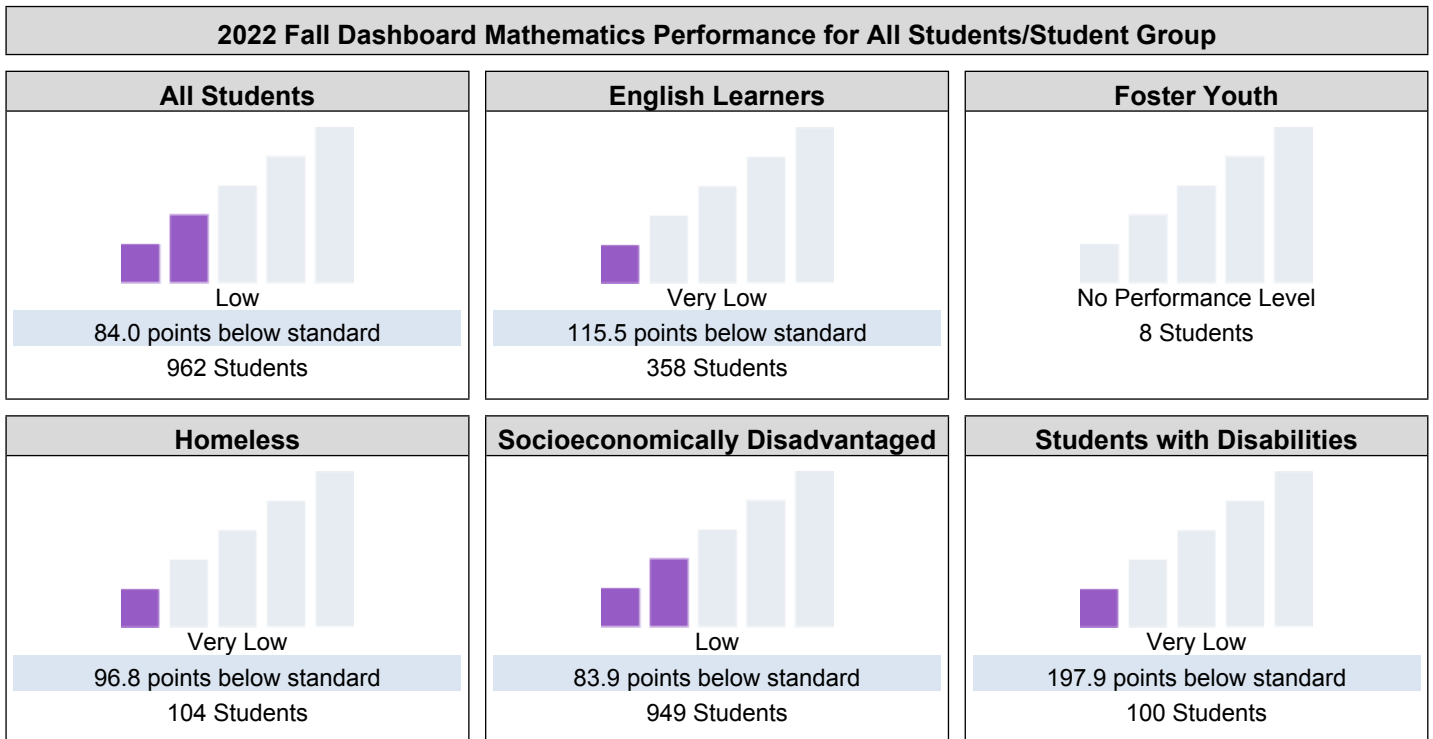
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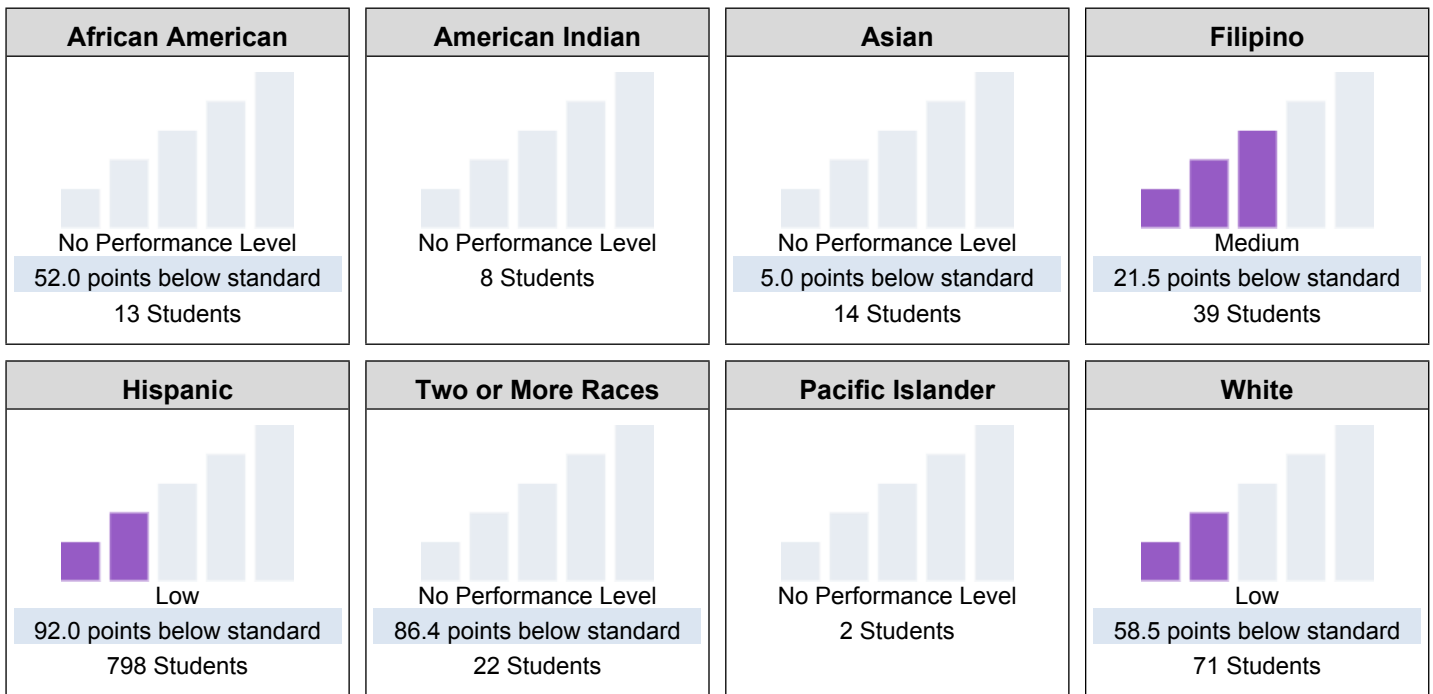
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e0e0e0; padding: 2px;">160.3 points below standard</p> <p>200 Students</p>	<p style="background-color: #e0e0e0; padding: 2px;">58.9 points below standard</p> <p>158 Students</p>	<p style="background-color: #e0e0e0; padding: 2px;">84.2 points below standard</p> <p>438 Students</p>

Conclusions based on this data:

1.

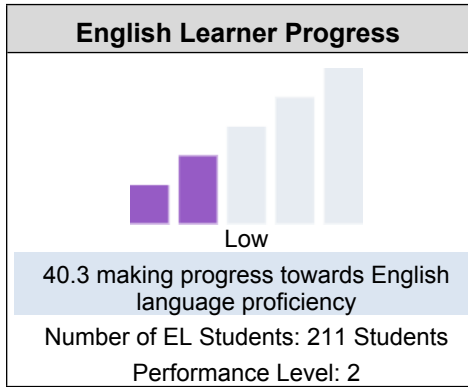
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.7%	37.0%	1.4%	38.9%

Conclusions based on this data:

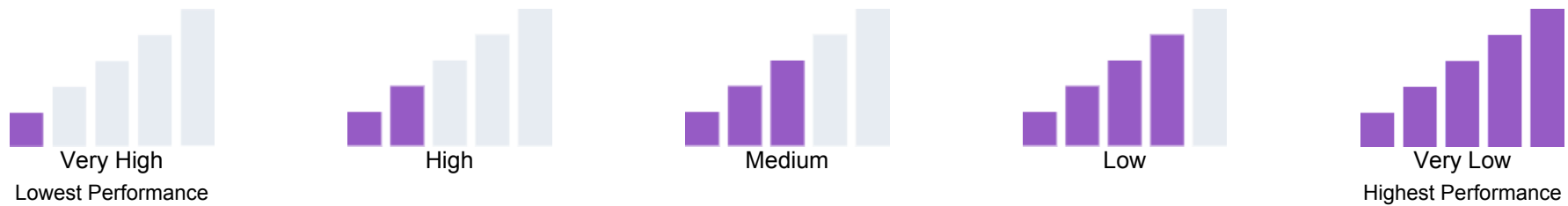
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School and Student Performance Data

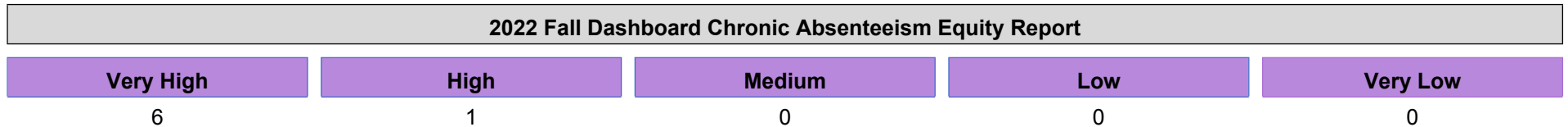
Academic Engagement Chronic Absenteeism

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Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

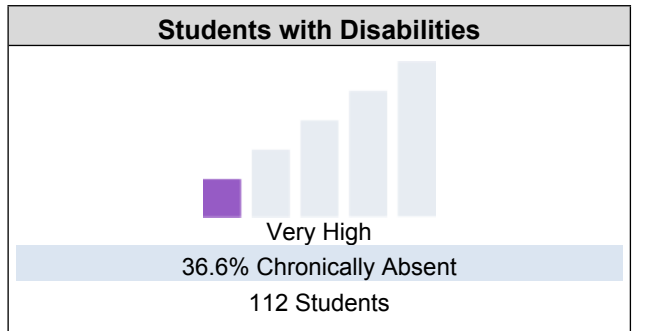
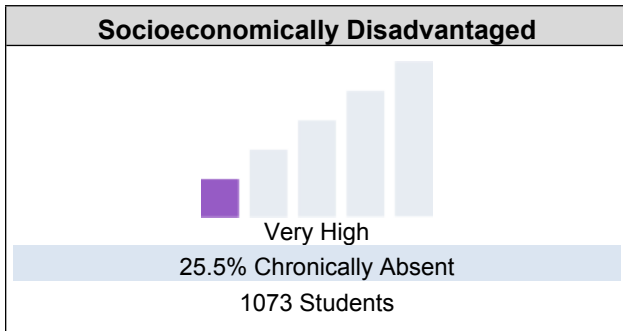
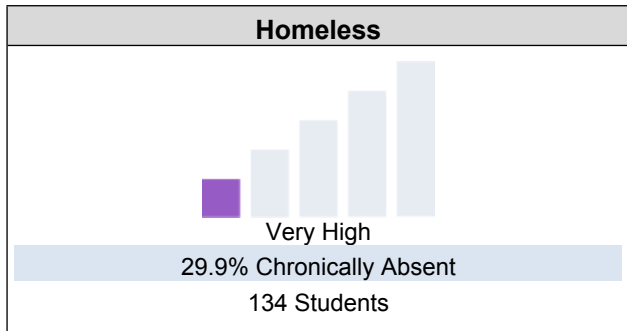
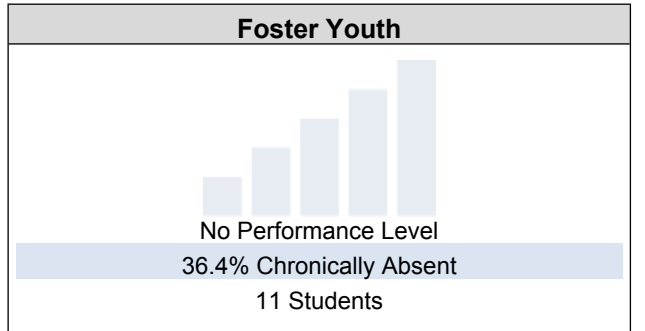
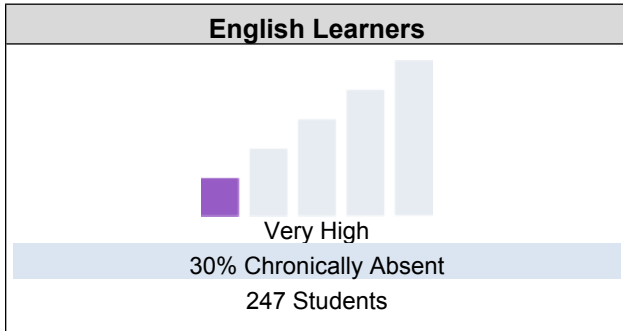
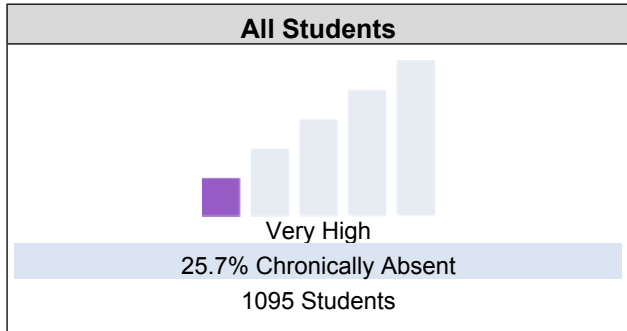


This section provides number of student groups in each level.

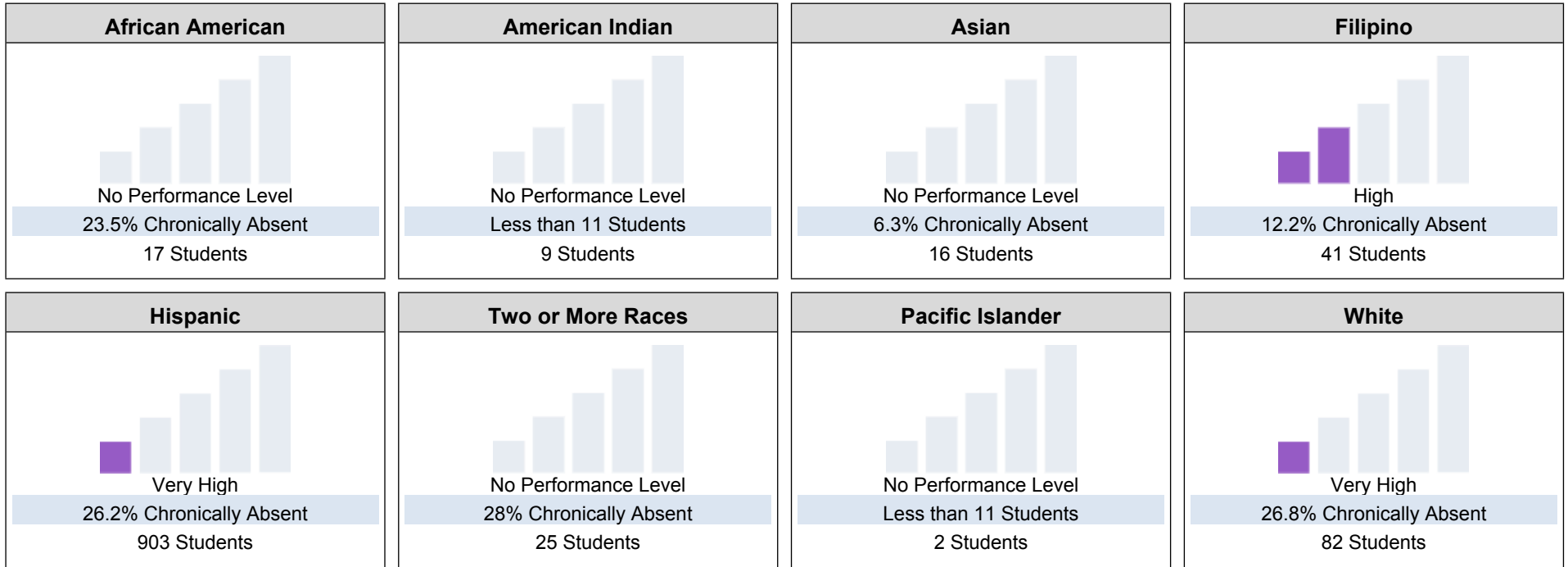


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

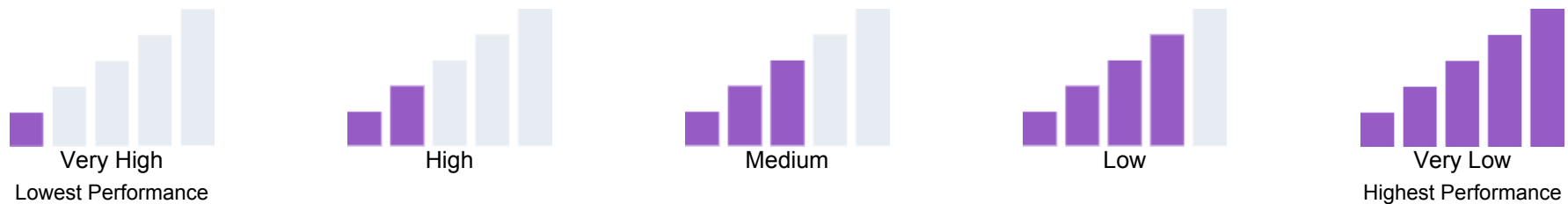
1.

School and Student Performance Data

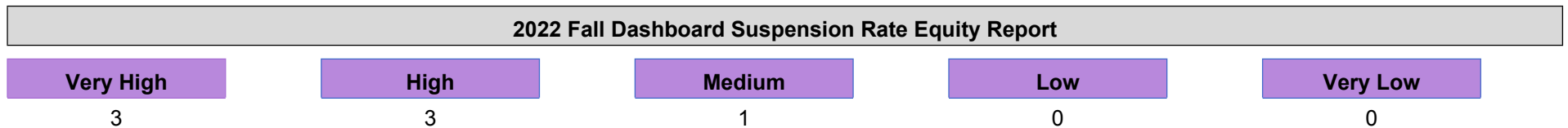
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

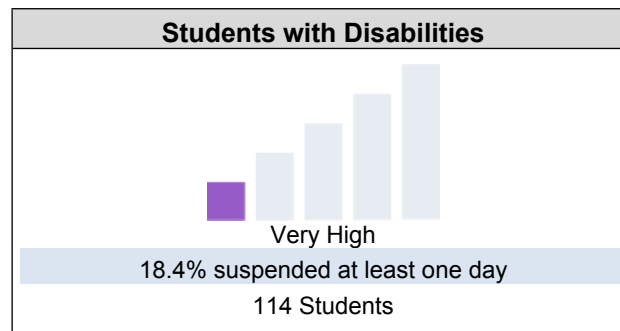
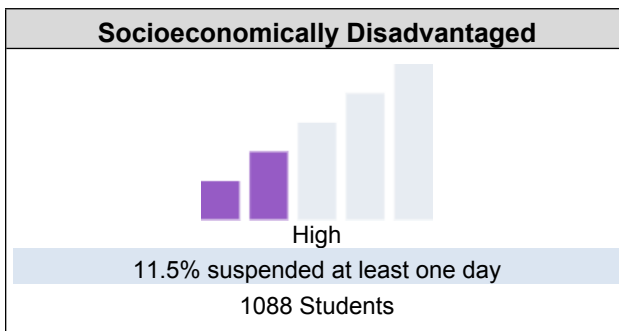
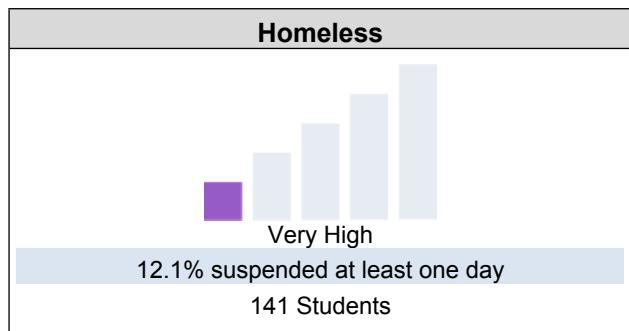
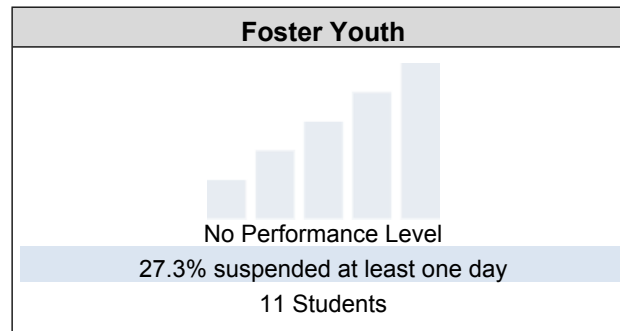
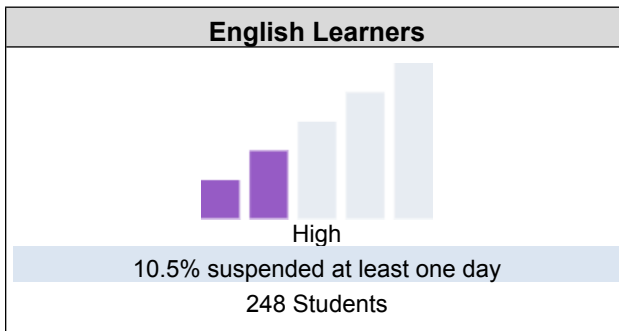
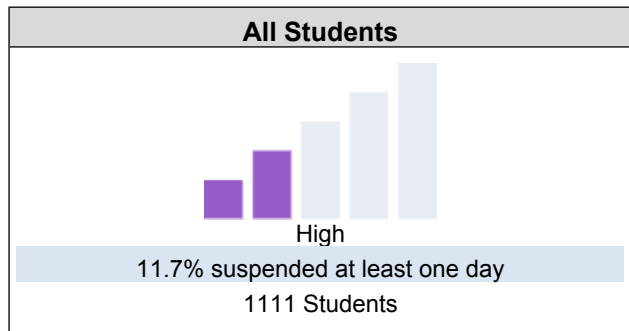


This section provides number of student groups in each level.

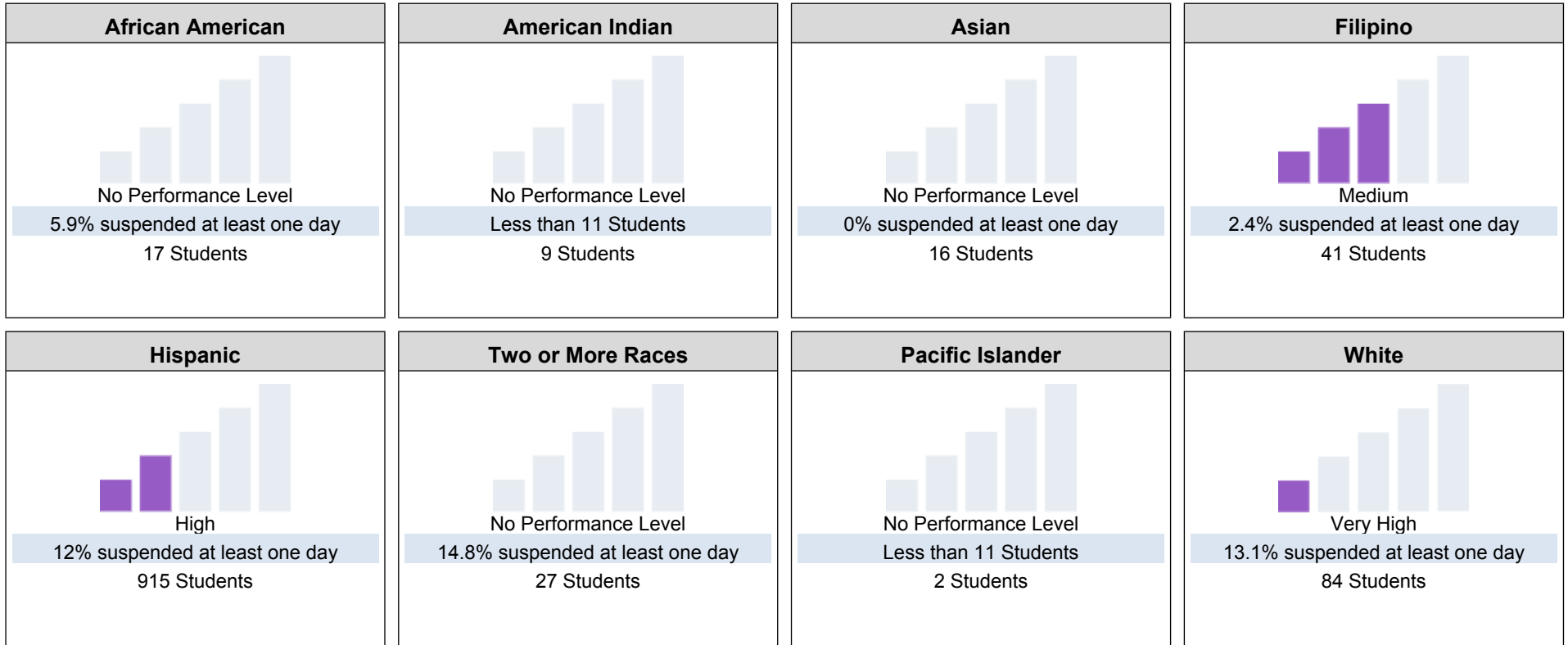


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- 1.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1 – Increased Academic Achievement

Students will meet grade level proficiency in standards in the core academic subjects: English:Language Arts, Math, Social Studies and Science as measured by the annual and formative assessments(CAASPP, ELPAC, Star). This goal is aligned with the California State Frameworks for instruction. All JWMS students who scored at Standard Met, Standard Exceeded levels the previous year will maintain or improve their levels as measured by aforementioned assessments.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
<p>California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>6 points below standard</td> <td>Increase +5 points</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>14.9 points below standard</td> <td>Increase +15 points</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>6.5 points below standard</td> <td>Increase +15 points</td> </tr> <tr> <td>AA</td> <td>Yellow</td> <td>26 points below standard</td> <td>Increase +15 points</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>6 points below standard</td> <td>Increase +15 points</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>6.5 points below standard</td> <td>Increase +15 points</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	6 points below standard	Increase +5 points	EL	Yellow	14.9 points below standard	Increase +15 points	Hisp	Yellow	6.5 points below standard	Increase +15 points	AA	Yellow	26 points below standard	Increase +15 points	SED	Yellow	6 points below standard	Increase +15 points	SWD	Yellow	6.5 points below standard	Increase +15 points	<p>The results of the ELA summary report of the SBAC assessment are as follows: 37.38% of all students met or exceeded grade-level standards for ELA Student group results: English Learners (EL): 5.83% Hispanic (Hisp): 33.81% African American (AA): 53.33 Socioeconomically Disadvantaged (SED): 37.6% Students with Disabilities (SWD): 5.15%</p>
St. Group	Color	DFS/Percentage	Change																											
All	Yellow	6 points below standard	Increase +5 points																											
EL	Yellow	14.9 points below standard	Increase +15 points																											
Hisp	Yellow	6.5 points below standard	Increase +15 points																											
AA	Yellow	26 points below standard	Increase +15 points																											
SED	Yellow	6 points below standard	Increase +15 points																											
SWD	Yellow	6.5 points below standard	Increase +15 points																											
<p>California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>39.1 points below standard</td> <td>Increase +15 points</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>57.6 points below standard</td> <td>Increase +15 points</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>52.5 points below standard</td> <td>Increase +15 points</td> </tr> <tr> <td>AA</td> <td>Yellow</td> <td>42.3 points below standard</td> <td>Increase +15 points</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>50.3 points below standard</td> <td>Increase +15 points</td> </tr> <tr> <td>SWD</td> <td>Red</td> <td>164.3 points below standard</td> <td>Increase +15 points</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	39.1 points below standard	Increase +15 points	EL	Yellow	57.6 points below standard	Increase +15 points	Hisp	Yellow	52.5 points below standard	Increase +15 points	AA	Yellow	42.3 points below standard	Increase +15 points	SED	Yellow	50.3 points below standard	Increase +15 points	SWD	Red	164.3 points below standard	Increase +15 points	<p>The results of the mathematics summary report of the SBAC assessment are as follows: 22.55% of all students met or exceeded grade-level standards for math Student group results: English Learners (EL):15.53% Hispanic (Hisp): 33.81% African American (AA): 25% Socioeconomically Disadvantaged (SED): 22.66% Students with Disabilities (SWD): 1.06%</p>
St. Group	Color	DFS/Percentage	Change																											
All	Yellow	39.1 points below standard	Increase +15 points																											
EL	Yellow	57.6 points below standard	Increase +15 points																											
Hisp	Yellow	52.5 points below standard	Increase +15 points																											
AA	Yellow	42.3 points below standard	Increase +15 points																											
SED	Yellow	50.3 points below standard	Increase +15 points																											
SWD	Red	164.3 points below standard	Increase +15 points																											
<p>California Science Test - Percent of Students Who Meet or Exceed Standard</p>	<p>California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - 28.62%</p>	<p>15.29% of the 8th graders who took the CAST scored in the met or exceeded standards range of the assessment. Student group results:</p>																												

Metric/Indicator	Expected Outcomes	Actual Outcomes
Grade 8		English Learners (EL): 1.47% Hispanic (Hispanic): 11.9% African American (AA): N/A Socioeconomically Disadvantaged (SED): 22.66% Students with Disabilities (SWD): 3.03%
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI) ELPAC Baseline Results: Dashboard Status and Percentage – Medium - 55.4%	According to the California School Dashboard - English Learner Progress Indicator reports that 40.3% of the English learners who took the ELPAC assessment are making progress toward English language proficiency. 22.7% of the EL students who took the assessment decreased at one level, 37% maintained their previous levels, 1.4 maintained at level 4, 38.9% grew at least one level.
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate - 23.49%	This year, 33% of the JWMS EL students were reclassified to Fluent English Proficient.
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 29.73% English Learners (EL) - 10% Hispanic (Hispanic) - 25.02% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 26.57% Students with Disabilities (SWD) - 3.55%	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 20.68% English Learners (EL) - 15.53% Hispanic (Hispanic) - 19.93% African American (AA) - 25% Socioeconomically Disadvantaged (SED) - 22.66% Students with Disabilities (SWD) - 16.63%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Utilize assessment analysis strategies to increase performance in all subgroup areas. The analysis will help close the gap for our subgroups including Students with Disabilities, Socioeconomically Disadvantaged, African American, English Learners, and Hispanic students.</p> <p>Strategies/activities include but are not limited to:</p> <ul style="list-style-type: none"> • assessing short cycle assessment data as evidenced by data protocols conducted by teaching and counseling staff • creating and analyzing common assessments • creating engaging lessons • Establish language goals to support ELLs • Implement more co-teaching and push-in opportunities to support students with disabilities. • Buy-out preps to create intervention opportunities during the regular school day. • Purchasing necessary materials and supplies including but not limited to leveled readers, supplemental books and novels, e-books, Maker 	<p>PLCs collaborated and performed assessment analysis strategies, but the focus on student groups was not done with fidelity.</p> <p>Strategies used were as follows:</p> <ul style="list-style-type: none"> • Short cycle assessment data as evidenced by data protocols conducted by teaching and counseling staff • Creating and analyzing common assessments. • AVID strategies used in some classes. • Redevelopment of data protocol used for CFAs and district benchmarks. • Teachers participated in instructional rounds. • Training and use of ELLevation. • Early stages of UDL implementation. • Purchase of necessary materials and supplies including but not limited to leveled readers, supplemental books and novels, e-books, Maker Spaces, online access to curriculum, realia, printer ink, supplies for listening centers, student classroom incentives, site licenses for Various software and programs, consumables, 	<p>Supplemental Instructional Materials and Supplies for Library and Classroom Improvement 4000-4999: Books And Supplies LCFF 15,427.00</p> <p>Subscriptions-Site Licenses to enhance curriculum 4000-4999: Books And Supplies LCFF 15000.00</p> <p>Supplemental Instructional Materials to increase educational strategies such as books, consumables and other classroom materials. 5000-5999: Services And Other Operating Expenditures LCFF 15000.00</p> <p>Subscriptions-site licenses 4000-4999: Books And Supplies LCFF 15000.00</p> <p>AVID Teacher licenses to access curriculum 4000-4999: Books And Supplies Title I 10000.00</p>	<p>Supplemental Instructional Materials and Supplies for Library and Classroom Improvement 4000-4999: Books And Supplies LCFF 15,427.00</p> <p>Subscriptions-Site Licenses to enhance curriculum 4000-4999: Books And Supplies LCFF 15000.00</p> <p>Supplemental Instructional Materials to increase educational strategies such as books, consumables and other classroom materials. 5000-5999: Services And Other Operating Expenditures LCFF 15000.00</p> <p>Subscriptions-site licenses 4000-4999: Books And Supplies LCFF 24000.00</p> <p>AVID Teacher licenses to access curriculum 4000-4999: Books And Supplies Title I 1000.0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Spaces, online access to curriculum, realia, printer ink, supplies for listening centers, student classroom incentives, site licenses for Various software and programs, consumables, manipulatives, band instruments, repairs to band instruments, STEAM equipment and supplies, paper, agendas, AVID-related costs.</p>	<p>manipulatives, band instruments, repairs to band instruments, STEAM equipment and supplies, paper, agendas, AVID-related costs.</p>		
<p>Provide Professional Development opportunities to increase student achievement. Professional development includes but not limited to conferences and workshops in the areas of:</p> <ul style="list-style-type: none"> • AVID • English Language Development • Specially Designed Academic Instruction in English • Universal Design for Learning • Inclusionary Practices • Coteaching • Equity and Diversity • MTSS/PBIS 	<p>Staff participated in professional Development opportunities including but not limited to :</p> <ul style="list-style-type: none"> • AVID • English Language Development • Specially Designed Academic Instruction in English • Universal Design for Learning • Equity and Diversity • MTSS/PBIS 	<p>Conference/workshops 5000-5999: Services And Other Operating Expenditures Title I 40000.00</p>	<p>Conference/workshops 5000-5999: Services And Other Operating Expenditures Title I 40000.00</p>
		<p>Subs for staff to attend conferences and workshops 1000-1999: Certificated Personnel Salaries Title I 5440.00</p>	<p>Subs for staff to attend conferences and workshops 1000-1999: Certificated Personnel Salaries Title I 5440.00</p>
<p>Students will participate in site approved, curriculum based field</p>	<p>Some students participated in site approved, curriculum based field</p>	<p>Field trips</p>	<p>Field trips</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>trips to enhance and enrich learning in all core subjects including Fine and Applied Arts (this includes, but is not limited to band, drama, etc.).</p> <p>Examples of these enrichment opportunities are trips to local plays/musicals, museums, school/college trips, trips pertaining to historic events and STEAM - based businesses and organizations.</p>	<p>trips to enhance and enrich learning in all core subjects including Fine and Applied Arts (this includes, but is not limited to band, drama, etc.).</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF 5000.00</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF 2,000.00</p>
<p>Site fund 1 FTE Content-based ELD/SDAIE teacher including benefits to provide intervention for our EL population and increase EL Reclassification and ELPAC proficiency.</p> <p>This will support our focus on making annual progress, maintaining proficiency on the ELPAC.</p>	<p>Site fund 1 FTE Content-based ELD/SDAIE teacher. There was an increase in the number of students who were reclassified, and an ELPAC preparation course was offered.</p>	<p>Site fund FTE 1000-1999: Certificated Personnel Salaries Title I 64000.00</p> <p>Associated benefits. 3000-3999: Employee Benefits Title I 16242.00</p>	<p>Site fund FTE 1000-1999: Certificated Personnel Salaries Title I 64000.00</p> <p>Associated benefits. 3000-3999: Employee Benefits Title I 16242.00</p>
<p>Increase Media Technician's hours to 5.75 hours a day to provide extended time for classroom visitations and student use of the media center.</p> <p>These additional hours allows for all curricular areas to benefit: Math, ELA, ELD, PE, F&A, SS, Sci.</p> <p>In addition, the increase, in hours for the media center clerk will allow</p>	<p>The Media Technician's hours were increased to 5.75 hours a day to provide extended time for classroom visitations and student use of the media center. These additional hours allowed for all curricular areas to benefit: Math, ELA, ELD, social studies and science.</p>	<p>Provide Additional Media Center Tech hours at the beginning and end of the school year.</p> <p>Increased hours for the media center tech.</p> <p>2000-2999: Classified Personnel Salaries Title I 14012.00</p>	<p>Provide Additional Media Center Tech hours at the beginning and end of the school year.</p> <p>Increased hours for the media center tech.</p> <p>2000-2999: Classified Personnel Salaries Title I 14012.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
for extra time at the beginning of the year and the end of the school year, ensuring all students receive all textbooks. The clerk will ensure that Williams Act requirements are met and maintained for all grade-levels and classes.		associated benefits. 3000-3999: Employee Benefits Title I 5405.00	associated benefits. 3000-3999: Employee Benefits 5405.00
Site fund a Paraprofessional Senior - Bilingual to support learning of content area standards in core classes.	The site funded a Paraprofessional Senior - Bilingual to support learning of content area standards with a focus on newcomers in core classes.	Provide Paraprofessional Senior - Bilingual for pull out programs and interventions. 2000-2999: Classified Personnel Salaries Title I 23248.00	Provide Paraprofessional Senior - Bilingual for pull out programs and interventions. 2000-2999: Classified Personnel Salaries Title I 23248.00
		Associated Benefits 3000-3999: Employee Benefits Title I 8969.00	Associated Benefits 3000-3999: Employee Benefits Title I 8969.00
Intervention Programs before and after school.	Intervention programs were offered afterschool. The Bighorn Den provided tutoring before and after school.	Extra-duty pay for teachers. 1000-1999: Certificated Personnel Salaries LCFF 5600.00	Extra-duty pay for teachers. 1000-1999: Certificated Personnel Salaries LCFF 5600.00
		Associated benefits. 3000-3999: Employee Benefits LCFF 352.00	Associated benefits. 3000-3999: Employee Benefits LCFF
Replace, upgrade, and install technology on campus to allow for students to access programs that allow them to develop their abilities in Language Arts, Technical Skills, and other classroom applications.	Across the campus, technology was replaced, upgraded, and installed to allow for students to access programs that allow them to develop their abilities in Language Arts, Technical Skills, and other classroom applications.	Technology supplies and upgrades 4000-4999: Books And Supplies LCFF 5000.00	Technology supplies and upgrades 4000-4999: Books And Supplies LCFF 3,000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchase additional technology such as, replacement cords, Laptops, tablets, replacement headphones, mice, and document cameras and upgrades thereof.	Additional technology such as replacement cords, headphones, mice, and document cameras were purchased.	Technology Supplies and Upgrades 4000-4999: Books And Supplies Title I 45000.00	Technology Supplies and Upgrades 4000-4999: Books And Supplies Title I 5,000.00
Site fund 1 FTE teacher including benefits for the purposes of class size reduction in support of a multi-tiered system of support (MTSS) This will support our focus on making annual progress for long-term English learners, students with disabilities, and students of low socio-economic status.	The site funded one FTE and related benefits for the purposes of class size reduction in support of a multi-tiered system of support (MTSS)	Site fund FTE 1000-1999: Certificated Personnel Salaries LCFF 64000.00 Site fund FTE benefits 3000-3999: Employee Benefits LCFF 16242.00	Site fund FTE 1000-1999: Certificated Personnel Salaries LCFF 64000.00 Site fund FTE benefits 3000-3999: Employee Benefits LCFF 16242.00
Saturday School Academies targeting our students with special needs and providing targeted instruction. Academies will run for 10 Saturdays. Aides, materials and all activities will be provided.	The site hosted 4 Saturday schools, which were not attended as well as anticipated.		
Teachers will engage in instructional rounds to look at best practices in the areas of learning modalities. ELD, and social and emotional learning.	20 teachers participated in instructional rounds to look at best practices in the areas of learning modalities. ELD, and social and emotional learning. Sub shortages made it difficult to have more teachers participate, but four math teachers participated in lesson studies.	Substitute Teachers' Salaries 1000-1999: Certificated Personnel Salaries Title I 10000.00	Substitute Teachers' Salaries 1000-1999: Certificated Personnel Salaries Title I 5,000.00
Regular SST meetings for academic and behavior concerns.	SSTs began late in the spring.	Substitutes for SST Meetings. 1000-1999: Certificated Personnel Salaries LCFF 1800.00	Substitutes for SST Meetings. 1000-1999: Certificated Personnel Salaries LCFF 500.00

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers were able to access more materials and software to support learning. Teachers collaborated on Wednesdays to review data and make appropriate adjustments to their lessons in accordance with the results of CFAs and district benchmarks. As a result, 60% of JWMS students showed growth in both math and language arts from the fall to the spring according to the Star assessment. Teachers also participated in instructional rounds to observe one another as to identify effective strategies for student engagement. Nearly half of the teaching staff participated in instructional rounds with a focus on engaging strategies to support all learners. There were more opportunities, as well, for teachers to engage in other professional development opportunities such as CAFE, AVID, CUE, MTSS, and UDL. Prep time buy-out was implemented, as well, to support long-term English learners are making appropriate grade-level and linguistic gains. The funding of classified staff also supported students in ensuring that every student had the materials and linguistic supports necessary to access grade-level curriculum and standards. Math interventions were provided throughout the day by the designated support teacher. This process was push-i some periods, pull-out during others. Students were identified for interventions using CFAs and Star benchmark data.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to sub shortages, the number of teachers who were able to participate in instructional rounds was limited. Also, due to staffing issues regarding the facilitation of SSTs, the number of SST meetings held were limited, with most of them occurring in the spring. Consequently, there was no need for subs for SSTs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the upcoming year, greater focus will be made on providing time for teachers to engage in professional development, provide before or after school tutoring, and focus on multitiered system of support and universal design for learning with an emphasis on the needs of English learners and Students with Disabilities. Data protocols will include goals and specific information on data surrounding English learners and students with disabilities. SSTs will begin early in the school year, with a selection of focused interventions being made available to use with fidelity. These interventions include AVID tutorials, binder checks, and regular support sessions during the school day. Counselors and administration will also facilitate data chats with students after universal screeners and prior to state assessments. Those changes will be found in the Planned Strategies and Activities portion of the SPSA section for Goal 1

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2 – Parent Engagement

All schools in PSUSD ensure that they include the four mandatory Title I components in their parent Involvement and Participation Site Plan. These include 1) Involve parents in the Title I program; 2) Create a school-parent compact with parent input; 3) Build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents. Each site also ensures that they align their site plan with the PSUSD district parent involvement plan.

Long Term Goal: That 100%, or all parents/guardians will have an active role in their student's education. Realistically, our goal is for the majority of parents to have an active role in their student's education and the other percentage know how to have an active role.

Parent participation at the middle school level can be challenging. Many parents are very active at the elementary level. It is important to the administration and staff at JWMS to make sure that we keep parents involved. Increasing parent participation is one of our number one goals at JWMS. Examples of active participation include but are not limited to: checking Parent VUE, attending parent classes offered by the site, checking student agendas, volunteering, and attending parent conferences. We have placed a larger emphasis on our intramurals program which bring out parents to our campus to see their students play. There are also activities like Fall Festival, Talent Show, and band performances that parents attend.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 400 surveys	Parent Participation in Stakeholder Input Processes - 36 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 95% English Learner (EL) - 90% Hispanic (Hisp) - 95% African American (AA) - 95%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 77% English Learner (EL) - 79% Hispanic (Hisp) - 82% African American (AA) - NA
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100% English Learner (EL): 90% Hispanic (Hisp) - 100% African American (AA) - 100%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 85% English Learner (EL): 82% Hispanic (Hisp) - 88% African American (AA) - NA

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events -900	Number of Parent Attendees attending 1 or more site/parent center sponsored events -1000

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Host family nights which will include workshops. Themed nights may include:</p> <ul style="list-style-type: none"> Family literacy night Family science and healthy habits night Family math night <p>Costs include: Pay for staff members' extra-duty pay to host classes in their areas Provision of materials for parents (i.e. books, learning tools).</p>	<p>Host family nights which will include workshops. Themed nights held were Family Literacy Night and Family Math Night. Parents also participated in student recognition assemblies, band events, and new student orientation.</p>	Parent Involvement Costs: Teachers and Associated Benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 3,000	Parent Involvement Costs: Teachers and Associated Benefits 1000-1999: Certificated Personnel Salaries Title I 2100.00
		Parent Involvement Costs: Teachers and Associated Benefits 1000-1999: Certificated Personnel Salaries LCFF 3,000	Parent Involvement Costs: Teachers and Associated Benefits 1000-1999: Certificated Personnel Salaries LCFF 150.00
		Parent Involvement Costs: Teachers and Associated Benefits 3000-3999: Employee Benefits Title I Part A: Parent Involvement 761.00	Parent Involvement Costs: Teachers and Associated Benefits 3000-3999: Employee Benefits Title I 1698.00
		Parent Involvement Costs: Teachers and Associated Benefits 3000-3999: Employee Benefits LCFF 761.00	Parent Involvement Costs: Teachers and Associated Benefits 3000-3999: Employee Benefits LCFF 800.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Books and materials for parents. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 1048.00	Books and materials for parents. 5000-5999: Services And Other Operating Expenditures Title I 150.00
In an effort to increase opportunities for parents to become involved in their child's education we will be providing training on Parent VUE and will give parents access to computers if needed.	Training was provided for Parent VUE, and most parents set up their accounts during student registration days in July and August.	None Specified 0.00	
Through ELAC, SSC, and Title 1 parent meetings we will address all significant subgroups, their SBAC data, and achievements of each subgroup. The group will brainstorm at each meeting how we can better serve each subgroup and set up a volunteer program to help meet the needs of specific subgroups.	Through ELAC, SSC, and Title 1 parent meetings we discussed all significant student groups and their SBAC data. School Site Council brainstormed how we can better serve each student group.	None Specified 0.00	
In an effort to increase opportunities for parents to come on campus, we will hold events where the community is welcomed to attend (i.e. Fall Festival, Intramural games against other schools, awards assemblies, etc.)	In an effort to increase opportunities for parents to come on campus, we held events where the community is welcomed to attend. The events included Fall Festival, Jogathon, intramural games, middle school league sporting events, and award assemblies.	None Specified 0.00	
In order to keep families apprised of events and issues, regular communications will be made via: <ul style="list-style-type: none"> Monthly newsletters 	In order to keep families apprised of events and issues, regular communications were made through the following:	None Specified	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Social media pages • As needed mass phone calls • As needed mass emails 	<ul style="list-style-type: none"> • Monthly Smores newsletters • Social media pages • As needed mass phone calls • As needed mass emails • School Marquee 	0.00	

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We were able to hold highly-attended family functions, including parent orientation, back-to-school night, family literacy night, family math night, and a host of recognition and celebratory events including trimester and music events. On average, the S'mores newsletters were read by 1,100 visitors monthly. Although we tried on multiple occasions, we did meet challenges in getting our English learners' parents to meet in ELAC fashion, consequently, ELAC was folded into SSC. The fall festival was also well-attended by community members.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Limited staff members participated in evening family events for various reasons. One of the events, science night, was cancelled due to a staffing issue. The change in school hours proved problematic for many staff members in the school efforts to host more opportunities. Movie nights did not occur.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

More parent and community engagements will be calendared prior to the start of the school year, and extra-duty pay will be allotted for staff members to once again host activities in their classes on themed family nights. Two movie nights will also be scheduled. Extra duty pay will also be allotted for staff members who will hold classes to engage parents in activities such as literacy, language, health and nutrition, and crafting. Those changes will be found in the Planned Strategies and Activities portion of the SPSA section for Goal 2.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3 – Safe and Healthy Learning Environment

JWMS will work to build a positive and safe school climate through increased security and community involvement. JWMS will continue to work to increase the attendance rates while decreasing the absenteeism rates through education, presentations and meetings for parents. Students will be able to earn rewards and awards for most improved, excellent monthly attendance, best classroom attendance, and random drawings on certain days. Staff members will become engaged in the process of decreasing chronic absenteeism of identified ATSI groups through a variety of activities including restorative practices, SART meetings, SSTs, and parent connections.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 96.8%% English Learner (EL): 97% Hispanic (Hisp): 97.1% African American (AA): 95% Students With Disabilities (SWD): 95%	Student attendance rates as of April, 2023 All Students (ALL) - 91.2% English Learner (EL): 90.5% Hispanic (Hisp): 91.2% African American (AA): 91.4% Students With Disabilities (SWD): 88.3%																												
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>5.1</td> <td></td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>5.8</td> <td></td> </tr> <tr> <td>Hisp</td> <td>Blue</td> <td>5</td> <td></td> </tr> <tr> <td>AA</td> <td>Blue</td> <td>4.4</td> <td></td> </tr> <tr> <td>SED</td> <td>Green</td> <td>5.7</td> <td></td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>14.4</td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	5.1		EL	Yellow	5.8		Hisp	Blue	5		AA	Blue	4.4		SED	Green	5.7		SWD	Yellow	14.4		Chronic Absenteeism Rates: All Students (ALL) 25.7%* English Learner (EL) 30%* Hispanic (Hisp) 26.2%* African American (AA) 23.5% Socioeconomically Disadvantaged (SED) 25.5%* Students with Disabilities (SWD) 36.6%* *Notates student groups of ATSI focus.
St. Group	Color	DFS/Percentage	Change																											
All	Green	5.1																												
EL	Yellow	5.8																												
Hisp	Blue	5																												
AA	Blue	4.4																												
SED	Green	5.7																												
SWD	Yellow	14.4																												
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Blue</td> <td>2.9</td> <td></td> </tr> <tr> <td>EL</td> <td>Green</td> <td>4.9</td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Blue	2.9		EL	Green	4.9		Suspension Rates: All Students (ALL) 32.3% English Learner (EL) 37.2% Hispanic (Hisp) 33.1% African American (AA) 26.7% Students with Disabilities (SWD) 13.8%																
St. Group	Color	DFS/Percentage	Change																											
All	Blue	2.9																												
EL	Green	4.9																												

Metric/Indicator	Expected Outcomes	Actual Outcomes																
Students with Disabilities (SWD)	<table border="1"> <tr> <td>Hisp</td> <td>Green</td> <td>3.4</td> <td></td> </tr> <tr> <td>AA</td> <td>Yellow</td> <td>7.1</td> <td></td> </tr> <tr> <td>SED</td> <td>Blue</td> <td>3.6</td> <td></td> </tr> <tr> <td>SWD</td> <td>Blue</td> <td>2.3</td> <td></td> </tr> </table>	Hisp	Green	3.4		AA	Yellow	7.1		SED	Blue	3.6		SWD	Blue	2.3		
Hisp	Green	3.4																
AA	Yellow	7.1																
SED	Blue	3.6																
SWD	Blue	2.3																
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - .30% English Learner (EL) -N/A Hispanic (Hisp) - .29% African American (AA) -N/A	Expulsion Rates All Students (ALL) 0.2% English Learner (EL) -0 Hispanic (Hisp) .2% African American (AA) -N/A																
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) - 75% English Learner (EL) - 75% Hispanic (Hisp) - 75% African American (AA) - 75%	Panorama Survey – School Connectedness All Students (ALL) - 49% English Learner (EL) - 69% Hispanic (Hisp) - 49% African American (AA) - 46%																
Panorama Survey – School Safety Perception All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety Perception All Students (ALL) - 75% English Learner (EL) - 75% Hispanic (Hisp) - 75% African American (AA) - 75%	Panorama Survey – School Safety Perception All Students (ALL) - 59% English Learner (EL) - 56% Hispanic (Hisp) - 59% African American (AA) - 46%																
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%																

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>JWMS will adopt a Multitiered System of Support for behavior, otherwise known as Positive Behavior Interventions and Supports. Students will receive supports according to their social-emotional and behavioral needs both in the class and around campus.</p>	<p>JWMS adopted a Multitiered System of Support for behavior, otherwise known as Positive Behavior Interventions and Supports. Many students will receive supports according to their social-emotional and behavioral needs both in the class and around campus. A tier I and II/III team was established to support these efforts.</p>	<p>PBIS Rewards Program 4000-4999: Books And Supplies Title I 3000.00</p>	<p>PBIS Rewards Program 4000-4999: Books And Supplies Title I 3000.00</p>
<p>Hold expectations assemblies no less than three times a year as well as school-wide segments created by our students on safe learning environments (drug-free, anti bullying, Sprigeo etc.), which will air on a weekly basis through our BTV/ASB classes.</p>	<p>Expectations assemblies were held twice, with lunchtime presentations to remind students of expectations as the need presented itself. School-wide segments were created by our students on safe learning environments (drug-free, anti bullying, Sprigeo etc.), which will air on a weekly basis through our BTV/ASB classes.</p>	<p>Red Ribbon Week, and other drug prevention events. None Specified 0.00</p>	<p>Red Ribbon Week, and other drug prevention events. None Specified 0</p>
<p>Host Tier I assemblies and activities to address:</p> <ul style="list-style-type: none"> • Bullying • LGBTQ Awareness • Heritage Months • Equity, Diversity, and Racism • Drug, alcohol, and tobacco use 	<p>Tier I assemblies and activities were held to address:</p> <ul style="list-style-type: none"> • Bullying • Grit and mindset • Equity, Diversity, and Racism • Drug, alcohol, and tobacco use 	<p>Supplies for activities. 4000-4999: Books And Supplies Title I 1000.00</p>	<p>Supplies for activities. 4000-4999: Books And Supplies Title I 1000.00</p>
<p>Provide activities for unstructured time, such as lunch, and recognition opportunity rewards for students who are following Positive</p>	<p>Activities for unstructured time were provided including ping pong, tetherball, board games, and foosball. ,Recognition and rewards</p>	<p>Incentives for positive behavior. 5000-5999: Services And Other Operating Expenditures</p>	<p>Incentives for positive behavior. 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Behavioral Interventions and Supports Expectations.	were given for students who followed Positive Behavioral Interventions and Supports Expectations.	LCFF 15000.00	LCFF 15000.00
		Supplies for lunchtime activities. 4000-4999: Books And Supplies Title I 788.00	Supplies for lunchtime activities. 4000-4999: Books And Supplies Title I 0
		Supplies for lunchtime activities. 4000-4999: Books And Supplies LCFF 5129.00	Supplies for lunchtime activities. 4000-4999: Books And Supplies LCFF 5,000.00
Hold monthly SART meetings for students meeting criteria.	Monthly SART meetings were held, but most families did not show up for them.		
Provide professional development opportunities in the areas of Social Emotional Learning, PBIS, and including workshops and conferences for staff members.	The staff received some professional development in trauma sensitive schooling, PBIS, and SEL.	Conference and workshop fees 5000-5999: Services And Other Operating Expenditures Title I 6500.00	Conference and workshop fees 5000-5999: Services And Other Operating Expenditures Title I 2,000.00
		Subs for PBIS workshops and conferences. 1000-1999: Certificated Personnel Salaries Title I 2000.00	Subs for PBIS workshops and conferences. 1000-1999: Certificated Personnel Salaries Title I 0.0
Provide social emotional lessons and tools for students who have tier 2 and 3 needs.	Counselors held consistent groups in the spring for students who had the need for focused SEL. Students who showed the need for tier III supports were provided services through programs such as Operation Safe House, Day Break, and Care Solace support providers. We also utilized the district's mental health services.	Attendance incentives and supplies. 4000-4999: Books And Supplies Title I 1500.00	Attendance incentives and supplies. 4000-4999: Books And Supplies Title I 1500.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Hold monthly themed Saturday school sessions.	Four Saturday School Sessions were held.	Books and Supplies. 4000-4999: Books And Supplies Title I 1000.00	Books and Supplies. 4000-4999: Books And Supplies Title I 0.0
Establish an MTSS/PBIS program to support students at tiers 1, 2, and 3. Process will be evaluated regularly using PBIS assessments including Self-Assessment Survey and Tiered Fidelity Inventory. PBIS teams will meet regularly to review school-wide as well as focused student data. Expectations will be taught regularly and students will received regular recognition.	An MTSS/PBIS program to support students at tiers 1, 2, and 3 was established. Process was evaluated regularly using PBIS assessments including Self-Assessment Survey and Tiered Fidelity Inventory. PBIS teams met regularly to review school-wide as well as focused student data. Expectations will be taught regularly and students will received regular recognition.		

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Activities for Red Ribbon Week, Bullying Prevention Month, and Random Acts of Kindness were held this year. The PBIS program was also launched, supported by the PBIS Rewards app. Expectation assemblies and posters were implemented to promote a clear understanding of school-wide expectations. SART meetings were largely unattended, which was one reason for chronic absenteeism. The programs proved somewhat effective as evidenced by staff and some student results within the Panorama survey, but issues with social media and electronic devices created greater challenges in maintaining a positive school environment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implementation expectations of the programs themselves were met, however, some staffing challenges presented obstacles in their effectiveness. Some of the items ordered to support this effort were not approved, consequently, there was more money left in Title I budget than we had hoped for.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Events and activities aligned to this goal will be scheduled prior to the start of the school year so that appropriate educational partners will be better prepared for them. Dedicated clerical support with help provide a more robust and effective SART process. A focus on activities to promote empathy, social emotional learning, and community-building will be implemented and/or improved for the upcoming school year. Activities to identify and support individual students who are chronically absent will be of focus during MTSS Tier II and III meetings. Those changes will be found in the Planned Strategies and Activities portion of the SPSA section for Goal 3.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement in the areas of ELA and Math by 10% as measured by performance growth on CAASPP/ELPAC and Star assessments.

Goal Statement

Students will meet grade level proficiency in standards in the core academic subjects: English:Language Arts, Math, Social Studies and Science as measured by the annual and formative assessments(CAASPP, ELPAC, Star). This goal is aligned with the California State Frameworks for instruction. All JWMS students who scored at Standard Met, Standard Exceeded levels the previous year will maintain or improve their levels as measured by aforementioned assessments.

LCAP Goal

All Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.

Identified Need

An identified need is to increase academic performance as evidenced by assessment scores in the core subjects of ELA and Math.

SBAC scores were used to measure student achievement. According to last year's assessment, 37.38% of JWMS's students were estimated to be at or above state standards in the area of ELA. By student groups, projections of proficiency in ELA per the Star assessment are as follows:

The results of the ELA summary report of the SBAC assessment are as follows:

Student group results:

English Learners (EL): 5.83%

Hispanic (Hisp): 33.81%

African American (AA): 53.33

Socioeconomically Disadvantaged (SED): 37.6%

Students with Disabilities (SWD): 5.15%

According to last year's assessment in the area of math, 22.5% of JWMS's students were estimated to be at or above state standards. By student groups, projections of proficiency in ELA per the Star assessment are as follows:

The results of the ELA summary report of the SBAC assessment are as follows:

The results of the mathematics summary report of the SBAC assessment are as follows:

Student group results:

English Learners (EL):15.53%

Hispanic (Hisp): 33.81%

African American (AA): 25%

Socioeconomically Disadvantaged (SED): 22.66%

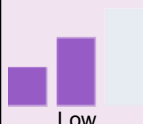

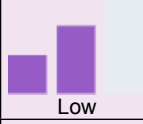
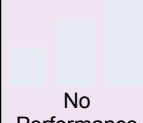


Students with Disabilities (SWD): 1.06%

Measuring and Reporting Results

Metric/Indicator

California School Dashboard -
Academic Indicator for English
Language Arts
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged
(SED)
Students with Disabilities (SWD)

Baseline

St. Group	Color	DFS/Percentage	Change
All	 Low	36.7 points below standard	
EL	 Very Low	71.2 points below standard	
Hisp	 Low	44.8 points below standard	
AA	 No Performance Level	25.1 points below standard	
SED	 Low	37.1 points below standard	
SWD	 Very Low	155.0 points below standard	

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All		32.7 points below standard	Decrease 4 points
EL		64.2 points below standard	Decrease 7 points
Hisp		39.8 points below standard	Decrease 5 points
AA		22.1 points below standard	Decrease 3 points
SED		33.1 points below standard	Decrease 4 points
SWD		140.0 points below standard	Decrease 16 points

Metric/Indicator

Baseline

Expected Outcome

California School Dashboard -
Academic Indicator for
Mathematics
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged
(SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Low	84.0 points below standard	
EL	Very Low	115.5 points below standard	
Hisp	Low	92.0 points below standard	
AA	No Performance Level	52.0 points below standard	
SED	Low	83.9 points below standard	
SWD	Very Low	197.9 points below standard	

St. Group	Color	DFS/Percentage	Change
All		76.0 points below standard	Decrease 8 points
EL		103.5 points below standard	Decrease 12 points
Hisp		83.0 points below standard	Decrease 9 points
AA		47.0 points below standardLevel	Decrease 5 points
SED		73.9 points below standard	Decrease 8 points
SWD		177.9 points below standard	Decrease 20 points

California Science Test - Percent of Students Who Meet or Exceed Standard

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - 26.2%

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - 28.82%

Metric/Indicator	Baseline	Expected Outcome
Grade 8		
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – Medium - 50.4%	California School Dashboard - English Learner Progress Indicator (ELPI) ELPAC Baseline Results: Dashboard Status and Percentage – Medium - 55.4%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate 21.8%	English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate - 23.49%
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Standard Exceeded & Standard Met) All Students (ALL) - 27.03% English Learners (EL) - 0% Hispanic (Hisp) - 22.51% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 24.16% Students with Disabilities (SWD) - 3.23%	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 29.73% English Learners (EL) - 10% Hispanic (Hisp) - 25.02% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 26.57% Students with Disabilities (SWD) - 3.55%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100%	Williams Textbook/Materials Compliance - 100%

Planned Strategies/Activities

Strategy/Activity 1

Utilize assessment analysis strategies to increase performance in all subgroup areas. The analysis will help close the gap for our subgroups including Students with Disabilities, Socioeconomically Disadvantaged, African American, English Learners, and Hispanic students.

Strategies/activities include but are not limited to:

- assessing short cycle assessment data as evidenced by data protocols conducted by teaching and counseling staff
- creating and analyzing common assessments
- creating engaging lessons
- Purchasing necessary materials and supplies including but not limited to leveled readers, supplemental books and novels, e-books, Maker Spaces, online access to curriculum, realia, printer ink, supplies for listening centers, student classroom incentives, site licenses for Various software and

programs, consumables, manipulatives, band instruments, repairs to band instruments, STEAM equipment and supplies, paper, agendas, AVID-related costs.

Students to be Served by this Strategy/Activity

- English Learner
- Low Income
- Students with Disabilities
- All
- Specific Student Groups:
Homeless

Timeline

7/1/2023- 6/30/2024

Person(s) Responsible

Principal
School Secretary
Assistant Principal in charge of Media Center
Librarian
Media Technician
PLCs

Proposed Expenditures for this Strategy/Activity

Amount	15427.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Instructional Materials and Supplies for Library and Classroom Improvement
Amount	24000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description	Subscriptions-Site Licenses to enhance curriculum
Amount	15000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Supplemental Instructional Materials to increase educational strategies such as books, consumables and other classroom materials.
Amount	7000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Subscriptions-site licenses
Amount	6000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	AVID Supplies
Amount	5668.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	T-Shirts for AVID and STEAM groups
Amount	35000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Subscriptions-Site Licenses to enhance curriculum

Amount

8000.00

Source

LCFF

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Musical instruments and repairs

Strategy/Activity 2

Provide Professional Development and collaboration opportunities to increase student achievement. Professional development includes but not limited to conferences and workshops in the areas of:

- AVID
- English Language Development
- Specially Designed Academic Instruction in English
- Universal Design for Learning
- Inclusionary Practices
- Coteaching
- Equity and Diversity
- MTSS/PBIS

Students to be Served by this Strategy/Activity

- English Learner
- Low Income
- Students with Disabilities
- All
- Specific Student Groups:
Homeless

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administrators
School Secretary
Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	35000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference/workshops
Amount	3000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for staff to attend conferences and workshops
Amount	43000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty Pay for Teachers to engage in activities to support student achievement, including PLC activities and prep buy-out.
Amount	11198
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits associated with extra duty pay

Strategy/Activity 3

Students will participate in site approved, curriculum based field trips to enhance and enrich learning in all core subjects including Fine and Applied Arts, STEAM, and AVID-based activities.

Examples of these enrichment opportunities are trips to local plays/musicals, museums, school/college trips, trips pertaining to historic events and STEAM - based businesses and organizations.

Students to be Served by this Strategy/Activity

- English Learner
- Low Income
- Students with Disabilities
- All
- Specific Student Groups:
Homeless

Timeline

7/01/2023-6/30/2024

Person(s) Responsible

Teachers
Administrators
Counselors

Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field trips

Strategy/Activity 4

Site fund 1 FTE Content-based ELD/SDAIE teacher including benefits to provide intervention for our EL population and increase EL Reclassification and ELPAC proficiency.

This will support our focus on making annual progress, maintaining proficiency on the ELPAC.

Students to be Served by this Strategy/Activity

- English Learner
- Low Income
- All
- Specific Student Groups:

Homeless

Timeline

7/1/2023- 6/30/2024

Person(s) Responsible

Administration
School Secretary

Proposed Expenditures for this Strategy/Activity

Amount	64000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Site fund FTE
Amount	16242.00
Source	Title I
Description	Site fund FTE

Strategy/Activity 5

Increase Media Technician's hours to 5.75 hours a day to provide extended time for classroom visitations and student use of the media center.

These additional hours allows for all curricular areas to benefit: Math, ELA, ELD, PE, F&A, SS, Sci.

In addition, the increase, in hours for the media center clerk will allow for extra time at the beginning of the year and the end of the school year, ensuring all students receive all textbooks. The clerk will ensure that Williams Act requirements are met and maintained for all grade-levels and classes.

Students to be Served by this Strategy/Activity

- Low Income
- All
- Specific Student Groups:
Homeless

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principal in charge of media center
Librarian
Media Center Clerk

Proposed Expenditures for this Strategy/Activity

Amount	14012.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide Additional Media Center Tech hours at the beginning and end of the school year. Increased hours for the media center tech.
Amount	5405.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	associated benefits.

Strategy/Activity 6

Site fund a Paraprofessional Senior - Bilingual to support learning of content area standards in core classes.

Students to be Served by this Strategy/Activity

- English Learner
- Specific Student Groups:
 - Homeless

Timeline

7/1/2023- 6/30/2024

Person(s) Responsible

Principal
Assistant Principal in charge of interventions

Proposed Expenditures for this Strategy/Activity

Amount	29200.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide Paraprofessional Senior - Bilingual for pull out programs and interventions.
Amount	10879.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Associated Benefits

Strategy/Activity 7

Prep buy outs for intervention program: Three teachers to provide intervention for LTEL and SES students.

Students to be Served by this Strategy/Activity

- English Learner
- Low Income
- All
- Specific Student Groups:
Homeless

Timeline

September 2023-March, 2024

Person(s) Responsible

Administration
ELA Teachers
Math Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7560.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra-duty pay for teachers.
Amount	1919.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Associated benefits.

Strategy/Activity 8

Replace, upgrade, and install technology on campus to allow for students to access programs that allow them to develop their abilities in Language Arts, Technical Skills, and other classroom applications.

Purchase additional technology such as, replacement cords, Laptops, tablets, replacement headphones, mice, and document cameras and upgrades thereof.

Students to be Served by this Strategy/Activity

- Low Income
- All
- Specific Student Groups:
Homeless

Timeline

7/1/2023- 6/30/2024

Person(s) Responsible

Media Center Tech

Multimedia and Computer Graphics Teachers
LA Department chairs
School Secretary
Principal

Proposed Expenditures for this Strategy/Activity

Amount	25000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Technology Supplies and Upgrades

Strategy/Activity 9

Saturday School Academies targeting our students with special needs and providing targeted instruction. Academies will run for 10 Saturdays. Aides, materials and all activities will be provided.

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Students with Disabilities
- All
- Specific Student Groups:
Homeless

Timeline

9/1/2023- 4/30/2024

Person(s) Responsible

Administrator over Saturday School
Teachers
Counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 10

Regular SST and IEP meetings for academic and behavior concerns.

Students to be Served by this Strategy/Activity

- English Learner
- Low Income
- Students with Disabilities
- All
- Specific Student Groups:
Homeless

Timeline

7/1/2023- 6/30/2024

Person(s) Responsible

Administrators
Teachers
School Secretary

Proposed Expenditures for this Strategy/Activity

Amount	2250.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute Teachers' Salaries
Amount	10395.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Salaries
Amount	2638.00

Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Associated Benefits

Strategy/Activity 11

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/>	English Learner
<input checked="" type="checkbox"/>	Foster Youth
<input checked="" type="checkbox"/>	Low Income
<input checked="" type="checkbox"/>	Students with Disabilities
<input checked="" type="checkbox"/>	All
<input checked="" type="checkbox"/>	Specific Student Groups: Homeless

Timeline

July 1, 2022-June 30, 2023

Person(s) Responsible

Administration Counselors Teachers
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Proposed Expenditures for this Strategy/Activity

Amount	3000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for SST Meetings.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

All schools in PSUSD ensure that they include the four mandatory Title I components in their parent Involvement and Participation Site Plan. These include 1) Involve parents in the Title I program; 2) Create a school-parent compact with parent input; 3) Build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents. Each site also ensures that they align their site plan with the PSUSD district parent involvement plan.

Long Term Goal: That 100%, or all parents/guardians will have an active role in their student's education. Realistically, our goal is for the majority of parents to have an active role in their student's education and the other percentage know how to have an active role.

Parent participation at the middle school level can be challenging. Many parents are very active at the elementary level. It is important to the administration and staff at JWMS to make sure that we keep parents involved. Increasing parent participation is one of our number one goals at JWMS. Examples of active participation include but are not limited to: checking Parent VUE, attending parent classes offered by the site, checking student agendas, volunteering, and attending parent conferences. We have placed a larger emphasis on our intramurals program which bring out parents to our campus to see their students play. There are also activities like Fall Festival, Talent Show, and band performances that parents attend.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

Identified Need

Since we struggle with low parent participation, a strong need for increasing parent participation is present. To increase the parent involvement at the middle school level there will be more offerings of ParentVue and how to navigate the site. The use of other means of communication such as social media will be used to publicize school events to parents and other educational partners. JWMS used Panorama data to determine needs for the 22/23 school year:

Family School Connectedness via Panorama Family Climate Survey (responded favorably)

All Students: 88%

English Learner: 95%

Hispanic: 92%

Students with IEPs: 91%

African American: Unavailable

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 361 surveys	Parent Participation in Stakeholder Input Processes - 400 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 64% English Learner (EL) - 65% Hispanic (Hisp) - 64% African American (AA) - 55%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 95% English Learner (EL) - 90% Hispanic (Hisp) - 95% African American (AA) - 95%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL): 81% English Learner (EL): 79% Hispanic (Hisp): 82% African American (AA): 74%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100% English Learner (EL): 90% Hispanic (Hisp) - 100% African American (AA) - 100%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site - new metric baseline will be set in 20-21 school year	Number of Parent Attendees attending 1 or more site/parent center sponsored events -900

Planned Strategies/Activities

Strategy/Activity 1

Host Family academic success night to promote parents' academic standards awareness.

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
Homeless

Timeline

07/01/202-6/30/2024

Person(s) Responsible

Principal
Assistant Principal
Teachers
Counselors
Clerical Staff

Proposed Expenditures for this Strategy/Activity

Amount	3450.00
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Parent Involvement Costs: Teachers and Associated Benefits
Amount	876.00
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits
Description	Parent Involvement Costs: Teachers and Associated Benefits
Amount	623.00
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for Parent Engagement

Strategy/Activity 2

In an effort to increase opportunities for parents to become involved in their child's education we will be providing training on Parent VUE and will give parents access to computers if needed.

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
Homeless

Timeline

07/01/202-6/30/2024

Person(s) Responsible

Assistant Principal
Counselor
Clerk

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	None Specified

Strategy/Activity 3

Through ELAC, SSC, and Title I parent meetings we will address all significant subgroups, their SBAC data, and achievements of each subgroup. The group will brainstorm at each meeting how we can better serve each subgroup and set up a volunteer program to help meet the needs of specific subgroups.

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
Homeless

Timeline

07/01/202-6/30/2024

Person(s) Responsible

Principal
Assistant Principal
in Charge of Title 1
and ELAC
School Secretary in
Charge of
Volunteers

School Site Council
Chairperson

Proposed Expenditures for this Strategy/Activity

Amount	3000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Food for parent engagement events

Strategy/Activity 4

In an effort to increase opportunities for parents to come on campus, we will hold events where the community is welcomed to attend (i.e. Fall Festival, Intramural games against other schools, awards assemblies, etc.)

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
Homeless

Timeline

07/01/202-6/30/2024

Person(s) Responsible

Principal
Assistant Principal
Counselors
Intramural Coaches
ASB group and
advisor

Proposed Expenditures for this Strategy/Activity

Amount	0.00
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Source

None Specified

Strategy/Activity 5

In order to keep families apprised of events and issues, regular communications will be made via:

- Monthly newsletters
- Social media pages
- As needed mass phone calls
- As needed mass emails

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
Homeless

Timeline

07/01/202-6/30/2024

Person(s) Responsible

District PIO
Assistant Principals
Principal

Proposed Expenditures for this Strategy/Activity

Amount

0.00

Source

None Specified

Goals, Strategies, & Proposed Expenditures

Goal 3

JWMS administration and staff is committed to maintaining a Healthy and Safe Learning Environment for all students. JWMS is also working to increase the attendance rate of all our students, decreasing the chronic absenteeism, and suspension rates. .

Goal Statement

JWMS will work to build a positive and safe school climate by creating opportunities for students to engage in restorative and community-building activities. JWMS will continue to work to increase the attendance rates while decreasing the absentee and suspension rates through education, presentations and meetings for parents, and providing programs that build connections for staff and students. Students will receive supports and interventions according to their individual needs.

LCAP Goal

Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.

Identified Need

As of April 28, 2023, the average daily attendance rate is 91.2

The goals for the upcoming year include the following:

1. Lower the the Chronic absentee rate for all students and subgroups.
2. Only 49% of our students state that they feel connected to our school site.
3. Only 59% of our students report feeling safe at school.

Current data from sources such a Panorama and Synergy provide the following information:

Chronic Absenteeism Rates

All Students (ALL) 25.7%

English Learner (EL) 30%

Hispanic (Hisp) 26.2%

African American (AA) 23.5%

Socioeconomically Disadvantaged (SED) 25.5%

Students with Disabilities (SWD) 36.6%

Suspension Rates:

All Students (ALL) 32.3%

English Learner (EL) 37.2%

Hispanic (Hisp) 33.1%

African American (AA) 26.7%

Students with Disabilities (SWD) 13.8%

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																																																				
Student Attendance Rates All Students (ALL)	Current average daily attendance: 91.2% for all students	Student Attendance Rates All Students (ALL) - 95% English Learner (EL): 9% Hispanic (Hisp): 97.1% African American (AA): 95% Students With Disabilities (SWD): 95%																																																				
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td></td> <td>25.7</td> <td></td> </tr> <tr> <td>Hisp</td> <td></td> <td>26.2</td> <td></td> </tr> <tr> <td>SED</td> <td></td> <td>25.5</td> <td></td> </tr> <tr> <td>SWD</td> <td></td> <td>36.6</td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All		25.7		Hisp		26.2		SED		25.5		SWD		36.6		<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td></td> <td>23.4</td> <td>Decline -10 percent</td> </tr> <tr> <td>EL</td> <td></td> <td>27.0</td> <td>Decline -10 percent</td> </tr> <tr> <td>Hisp</td> <td></td> <td>23.5</td> <td>Decline -10 percent</td> </tr> <tr> <td>AA</td> <td></td> <td>21.1</td> <td>Decline -10 percent</td> </tr> <tr> <td>SED</td> <td></td> <td>23.0</td> <td>Decline -10 percent</td> </tr> <tr> <td>SWD</td> <td></td> <td>32.9</td> <td>Decline -10 percent</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All		23.4	Decline -10 percent	EL		27.0	Decline -10 percent	Hisp		23.5	Decline -10 percent	AA		21.1	Decline -10 percent	SED		23.0	Decline -10 percent	SWD		32.9	Decline -10 percent				
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Metric/Indicator	Baseline	Expected Outcome
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) 0.2% English Learner (EL) 0% Hispanic (Hisp) 0.2% African American (AA) 0% Students with Disabilities (SWD) 0%	Expulsion Rates All Students (ALL) 0% English Learner (EL) -N/A Hispanic (Hisp) 0% African American (AA) -N/A
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) - 49% English Learner (EL) - 69% Hispanic (Hisp) - 49% African American (AA) - 46%	Panorama Survey – School Connectedness All Students (ALL) - 75% English Learner (EL) - 75% Hispanic (Hisp) - 75% African American (AA) - 75%
Panorama Survey – School Safety Perception All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety Perception All Students (ALL) - 59% English Learner (EL) - 56% Hispanic (Hisp) - 59% African American (AA) - 46%	Panorama Survey – School Safety Perception All Students (ALL) - 75% English Learner (EL) - 75% Hispanic (Hisp) - 75% African American (AA) - 75%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

Planned Strategies/Activities

Strategy/Activity 1

Hold expectations assemblies no less than three times a year as well as school-wide segments created by our students on safe learning environments (drug-free, anti bullying, Sprigeo etc.), which will air on a weekly basis through our BTV/ASB classes.

Students to be Served by this Strategy/Activity

Low Income

- All
- Specific Student Groups:
Homeless

Timeline

7/1/2023- 6/30/2024

Person(s) Responsible

All Staff Members
Admin

Proposed Expenditures for this Strategy/Activity

Amount	21492.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Breaking Down the Walls Workshops
Amount	1612.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Breaking Down the Walls Workshops

Strategy/Activity 2

Hold activities during special interest periods such as Red Ribbon Week and Random Acts of Kindness.

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
Homeless

Timeline

7/1/2023- 6/30/2024

Person(s) Responsible

Principal
Assistant Principal
Counselors

Proposed Expenditures for this Strategy/Activity

Amount	639.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Red Ribbon Week, and other drug prevention events.

Strategy/Activity 3

Host Tier I assemblies and activities to address:

- Bullying
- LGBTQ Awareness
- Heritage Months
- Equity, Diversity, and Racism
- Drug, alcohol, and tobacco use

Students to be Served by this Strategy/Activity

- Low Income
- All
- Specific Student Groups:
Homeless

Timeline

7/1/2023- 6/30/2024

Person(s) Responsible

Principal
Assistant Principals
Counselors

Proposed Expenditures for this Strategy/Activity

Amount	600.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for special events such at bullying and drug prevention.

Strategy/Activity 4

Provide activities for unstructured time, such as lunch, and recognition opportunity rewards for students who are following Positive Behavioral Interventions and Supports Expectations.

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
Homeless

Timeline

7/1/2023- 6/30/2024

Person(s) Responsible

All staff members

Proposed Expenditures for this Strategy/Activity

Amount	12000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Incentives for positive behavior.
Amount	3500.00
Source	LCFF

Budget Reference

4000-4999: Books And Supplies

Description

Supplies for unstructured time activities (ie games and equipment)

Strategy/Activity 5

Hold monthly SART meetings for students meeting criteria.

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
Homeless

Timeline

7/1/2023- 6/30/2024

Person(s) Responsible

Assistant Principal
School Secretary

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Provide professional development and collaboration opportunities in the areas of Social Emotional Learning, PBIS, and including workshops and conferences for staff members.

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
Homeless

Timeline

07/01/2022-6/30/2023

Person(s) Responsible

Principal
School Secretary
MTSS Coach
Counselors

Proposed Expenditures for this Strategy/Activity

Amount	6500.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference and workshop fees
Amount	2000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for PBIS workshops and conferences.

Strategy/Activity 7

Provide social emotional lessons and tools for students who have tier 2 and 3 needs.

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
Homeless

Timeline

7/1/2023- 6/30/2024

Person(s) Responsible

Assistant Principal
Counselors
Prevention Specialist
MTSS Coach

Proposed Expenditures for this Strategy/Activity

Amount	1500.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Books and curriculum for SEL

Strategy/Activity 8

Provide extra duty hours for office specialist to perform duties related to improvement of attendance. Such activities include SART processes, STIS monitoring, and parent contact.

Students to be Served by this Strategy/Activity

- English Learner
- Low Income
- Students with Disabilities
- All
- Specific Student Groups:
Homeless

Timeline

7/1/2023- 6/30/2024

Person(s) Responsible

Administrators
School Secretary
Office Specialist

Proposed Expenditures for this Strategy/Activity

Amount	14304.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Classified Salary
Amount	5518.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Associated benefits

Strategy/Activity 9

Establish an MTSS/PBIS program to support students at tiers 1, 2, and 3. Process will be evaluated regularly using PBIS assessments including Self-Assessment Survey and Tiered Fidelity Inventory. PBIS teams will meet regularly to review school-wide as well as focused student data. Expectations will be taught regularly and students will received regular recognition.

Students to be Served by this Strategy/Activity

- Foster Youth
- All
- Specific Student Groups:
Homeless

Timeline

7/1/2023- 6/30/2024

Person(s) Responsible

Administrators
 MTSS Coach
 Counselors
 Teachers
 Intervention Specialist

Proposed Expenditures for this Strategy/Activity

Amount	0
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Centralized Services for Planned Improvements in Student Performance

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	Title I
Technology Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Support students and staff with the integration of technology into instruction	6,083	Title II
College and Career Readiness Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support for counselors, teachers, support staff, and/or administrators to increase A-G rates, college and career readiness, and social emotional learning for students in grades 6-12.	6,247	Title I
Secondary Mathematics Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	Title I
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in history/social science for grades 6-12	14,931	Title IV

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2023 - June 30, 2024	Consultants and substitutes to support the development of PLCs for teacher teams in mathematics and English language arts in grades 6-12	30,624	Title I
Middle School Reading Intervention Program	July 1, 2023 - June 30, 2024	Provide a dedicated Reading Intervention Teacher and intervention instructional materials to support student skill development in reading across grades 6-8	164,452	Title I

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2023 - June 30, 2024	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,851	Title I

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Conscious Education Professional Development	July 1, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials.	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	Training and accompanying books and materials.	2,962	Title IV

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

Note: Centralized services may include the following direct services:

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$282,865
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$483,407.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	277,916	0.00
Title I Part A: Parent Involvement	4,949	0.00
LCFF	200,542	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$277,916.00
Title I Part A: Parent Involvement	\$4,949.00

Subtotal of additional federal funds included for this school: \$282,865.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$200,542.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$200,542.00

Total of federal, state, and/or local funds for this school: \$483,407.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	200,542.00
None Specified	0.00
Title I	277,916.00
Title I Part A: Parent Involvement	4,949.00

Expenditures by Budget Reference

Budget Reference	Amount
	16,242.00
1000-1999: Certificated Personnel Salaries	138,655.00
2000-2999: Classified Personnel Salaries	57,516.00
3000-3999: Employee Benefits	38,433.00
4000-4999: Books And Supplies	127,957.00
5000-5999: Services And Other Operating Expenditures	81,500.00
5800: Professional/Consulting Services And Operating Expenditures	23,104.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	16,395.00
2000-2999: Classified Personnel Salaries	LCFF	14,304.00
3000-3999: Employee Benefits	LCFF	8,156.00
4000-4999: Books And Supplies	LCFF	65,195.00
5000-5999: Services And Other Operating Expenditures	LCFF	75,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	21,492.00
	None Specified	0.00
	Title I	16,242.00
1000-1999: Certificated Personnel Salaries	Title I	118,810.00
2000-2999: Classified Personnel Salaries	Title I	43,212.00
3000-3999: Employee Benefits	Title I	29,401.00
4000-4999: Books And Supplies	Title I	62,139.00
5000-5999: Services And Other Operating Expenditures	Title I	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,612.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	3,450.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	876.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	623.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 4 Secondary Students

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Victoria Chavez	X				
John Gallagher		X			
Shane Frakes		X			
Kevin Koch		X			
Jennifer Dean		X			
Debra Fuller		X			
Connie Artiga			X		
Jamie Tarascio				X	
Erin Tarascio				X	
Brianne Conner				X	
Angela Cawley					X
Matteo Davis					X
Analysisia Ross					X
Harnoor Aujla					X
Numbers of members of each category:	1	4	1	3	4

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

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Other: School Site Leadership

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.

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.

This SPSA was adopted by the SSC at a public meeting on October 7, 2023.

Attested:



Principal, Victoria Chavez on October 10, 2024



SSC Chairperson, Julie Artiga on October 24, 2024

Title I and LCFF Funded Program Evaluation

Goal #1:
 Students will meet grade level proficiency in standards in the core academic subjects: English:Language Arts, Math, Social Studies and Science as measured by the annual and formative assessments(CAASPP, ELPAC, Star). This goal is aligned with the California State Frameworks for instruction. All JWMS students who scored at Standard Met, Standard Exceeded levels the previous year will maintain or improve their levels as measured by aforementioned assessments.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
<p>Utilize assessment analysis strategies to increase performance in all subgroup areas. The analysis will help close the gap for our subgroups including Students with Disabilities, Socioeconomically Disadvantaged, African American, English Learners, and Hispanic students.</p> <p>Strategies/activities include but are not limited to:</p> <ul style="list-style-type: none"> • assessing short cycle assessment data as evidenced by data protocols conducted by teaching and counseling staff • creating and analyzing common assessments • creating engaging lessons • Purchasing necessary materials and supplies including but not limited to leveled readers, supplemental books and novels, e-books, Maker Spaces, online access to curriculum, realia, printer ink, supplies for listening centers, student classroom incentives, site licenses for Various software and programs, consumables, manipulatives, band instruments, repairs to band instruments, STEAM equipment and supplies, paper, agendas, AVID-related costs. 	<p>ELA and Math teachers followed a PLC data analysis process using a newly-created data protocol sheet. Teachers followed the guidelines and will continue this work in the new school year using a different data protocol.</p> <p>Proficiency: Unit 3 ELA target 6th grade 50% (54.9% SW, 24.5% EL, 12.9% SWD, 0% AA were proficient). Unit 3 ELA target 7th grade 59% (35.6 % SW, 12.9% EL, 0% SWD, 33.3% AA were proficient). Unit 3 ELA 8th grade Target 53% (49%% SW, 18.6% EL, 16.7% SWD, 40% AA)</p> <p>Proficiency: Unit 3 Math Target 6th grade 38% (0% SW, 0% EL, 0% SWD, 0% AA) Unit 3 Math Target 7th grade 40% (NEED THIS DATA STILL) Unit 2 Math Target 8th grade 40% (11.2% SW, 0% EL, 3.1% SWD, 0% AA)</p> <p>ELA and Math teachers followed a PLC data analysis process using a newly-created data protocol sheet. Teachers</p>	<p>While CFA data showed a decline in students achieving proficiency, STAR data indicated more favorable results with regards to the number of student meeting grade-level standards. STAR math scores increased during the 22/23 school year. Reading/language arts scores declined. One possible reason for this decline may be that training in the curriculum came later for three of our new (or new-to-subject) teachers. We also have had a long-term substitute teacher in two 6th grade language arts classes. Both classes saw a drop in STAR scores from the fall to the spring.</p>	<p>Teachers will continue collaborating in PLCs using data protocols that align with current screeners and common formative assessments. TOSAs visits will be arranged ahead of time to help guide processes. Administration will commit to greater presence during PLC time. Finally, an MTSS team committed to RTI process and tier II support has been established to support the math and language arts in establishing more focused interventions.</p>

	<p>followed the guidelines and will continue this work in the new school year using a different data protocol. For this year, math teachers began the process of working with the Irvine Math Project, and as such had to make adjustments to how they assessed as a PLC.</p>		
	<p>Teachers met during 2:1:2 time and during Wednesday collaboration time.</p>	<p>English learners and students with disabilities continue to fall behind. Lack of teacher training, class compositions, and unfamiliarity with ELD standards are among the noted causes for this trend.</p>	<p>2:1:2 schedule will include more defined grouping and activities.</p> <p>To increase performance of English learners and students with disabilities, there will be greater focus on ELD standards, push-in support, team-teaching, and IEP at a glance reviews.</p> <p>PD time will be allotted for UDL, EL, and SWD training.</p> <p>More attention will be made to the implementation and use of intervention math and language arts supports and staffing. A more cohesive approach will be implemented from the start of the 23/24 school year.</p>
<p>Provide Professional Development and collaboration opportunities to increase student achievement. Professional development includes but not limited to conferences and workshops in the areas of:</p> <ul style="list-style-type: none"> • AVID • English Language Development • Specially Designed Academic Instruction in English • Universal Design for Learning • Inclusionary Practices • Coteaching • Equity and Diversity • MTSS/PBIS 	<p>MTSS is in its early stages, with a focus on PBIS. Structures are in place, but as a new framework for teachers, there is still growth to be made. Behavioral and social-emotional supports are in place for tier II, and district/mental health supports are in place for tier III as evidenced by the number of students participating in groups or therapy programs.</p> <p>Several staff members participated in a variety of professional development opportunities including AVID, UDL, MTSS/PBIS, and Equity and Diversity.</p>	<p>With the lack of substitute teachers, attending PD has proven challenging, but has improved this year from last.</p> <p>With time taken from 2;1:2 time for various initiatives, whole-staff PD was limited.</p>	<p>Teachers will participate in workshops and conferences as budget allows. Some conferences and workshops have already been identified.</p> <p>Whole-staff follow-up on focused PDs will occur during dedicated 2;1;2 time.</p>

	<p>Staff meetings included presentations on ELD and SDAIE strategies.</p> <p>Approximately 20 teachers participated in instructional rounds.</p>		
<p>Students will participate in site approved, curriculum based field trips to enhance and enrich learning in all core subjects including Fine and Applied Arts, STEAM, and AVID-based activities.</p> <p>Examples of these enrichment opportunities are trips to local plays/musicals, museums, school/college trips, trips pertaining to historic events and STEAM - based businesses and organizations.</p>	<p>Students participated in various field trips including those related to STEAM/ESports, drone activities, music competition, and museums.</p>	<p>Field trips should be in greater alignment with college and career readiness, focused curriculum. and STEAM activities.</p>	<p>Field trips will be mapped out and objectives will be written to justify participation.</p>
<p>Site fund 1 FTE Content-based ELD/SDAIE teacher including benefits to provide intervention for our EL population and increase EL Reclassification and ELPAC proficiency.</p> <p>This will support our focus on making annual progress, maintaining proficiency on the ELPAC.</p>	<p>Our site funded this position. This teacher will continue to work with our newcomer students. A structured English Immersion strand was created to ensure that newcomer students accessed core classes in an equitable manner.</p> <p>For this school year, there were 66 reclassifications.</p>	<p>Long-term English learners continue to fall behind. Causes for this include lack of focus on this group and inconsistent content-based ELD opportunities.</p>	<p>This position will continue to be funded and training and materials will be provided to support English language development.</p> <p>A series of ELD focus standards will be provided and used during core content.</p>
<p>Increase Media Technician's hours to 5.75 hours a day to provide extended time for classroom visitations and student use of the media center.</p> <p>These additional hours allows for all curricular areas to benefit: Math, ELA, ELD, PE, F&A, SS, Sci.</p> <p>In addition, the increase, in hours for the media center clerk will allow for extra time at the beginning of the year and the end of the school year, ensuring all students receive all textbooks. The clerk will ensure that Williams Act requirements are met and maintained for all grade-levels and classes.</p>	<p>Media tech worked in the library throughout the year and supported students in checking out appropriate books as well as engagement in STEAM activities.</p>	<p>This activity is working, as all students have access to all learning materials.</p>	<p>Media tech extra hours will continue to be funded.</p>
<p>Site fund a Paraprofessional Senior - Bilingual to support learning of content area standards in core classes.</p>	<p>Paraprofessional Senior Bilingual worked with our students who were at lower levels of English proficiency.</p> <p>Paraprofessional supports newcomer students in</p>	<p>NA.</p>	<p>Paraprofessional Senior Bilingual will continue to be funded. Paraprofessional Senior Bilingual schedule will be reviewed to ensure that students with less-than reasonable</p>

	accessing core content curriculum.		proficiency in English will have more equitable access.
Prep buy outs for intervention program: Three teachers to provide intervention for LTEL and SES students.	English learners participated in intervention classes during teacher prep-buy outs. These students demonstrated high levels of engagement during walk-throughs. ELPAC scores will provide further data for success indication.	NA	We will continue to buy-out prep periods to provide intervention opportunities for English learners.
Replace, upgrade, and install technology on campus to allow for students to access programs that allow them to develop their abilities in Language Arts, Technical Skills, and other classroom applications. Purchase additional technology such as, replacement cords, Laptops, tablets, replacement headphones, mice, and document cameras and upgrades thereof.	. Devices were updated and replaced as the need arose.	Devices were updated and replaced as the need arose. Limitations exist with regards to effective use of technology.	JWMS will continue to stay up to date on latest technology. Teacher resources and trainings will be offered to support the use of more student-driven and engaging use of technology.
	N/A	Limitations due to transportation and staffing issues due to lack of employees.	Field trips will be planned out for the year by September of 2023. AVID and other specialty groups will collaborate to ensure that more students have opportunities to attend.
Saturday School Academies targeting our students with special needs and providing targeted instruction. Academies will run for 10 Saturdays. Aides, materials and all activities will be provided.	N/A	Limited numbers of students sign up to participate in Saturday school. Parents have not been well-informed of the intervention.	Additional clerical hours have been allocated to support Saturday school attendance and advertisement.
Regular SST and IEP meetings for academic and behavior concerns.	MTSS team collaborated to identify students needing Tiers II and III support. Panorama data was used to identify and support students.	Limited counselor availability.	Counseling team will engage in more collaborative efforts with admin and MTSS coach. School-wide, students will participate in community building process such as Breaking Down the Walls.

Goal #2:
All schools in PSUSD ensure that they include the four mandatory Title I components in their parent Involvement and Participation Site Plan. These include 1) Involve parents in the Title I program; 2) Create a school-parent compact with parent input; 3) Build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents. Each site also ensures that they align their site plan with the PSUSD district parent involvement plan.

Long Term Goal: That 100%, or all parents/guardians will have an active role in their student's education. Realistically, our goal is for the majority of parents to have an active role in their student's education and the other percentage know how to have an active role.

Parent participation at the middle school level can be challenging. Many parents are very active at the elementary level. It is important to the administration and staff at JWMS to make sure that we keep parents involved. Increasing parent participation is one of our number one goals at JWMS. Examples of active participation include but are not limited to: checking Parent VUE, attending parent classes offered by the site, checking student agendas, volunteering, and attending parent conferences. We have placed a larger emphasis on our intramurals program which bring out parents to our campus to see their students play. There are also activities like Fall Festival, Talent Show, and band performances that parents attend.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Host Family academic success night to promote parents' academic standards awareness.	Two family academic success nights were held. Parents and their students enjoyed activities which promoted math and literacy.	The second evening was not well-attended.	Funds have been allotted for extra duty pay for staff members who will provide activities and lessons during those events. We will hold one larger academic success evening and engage parents through a variety of opportunities provided through electronic means.
In an effort to increase opportunities for parents to become involved in their child's education we will be providing training on Parent VUE and will give parents access to computers if needed.	Office staff communicated with parents to assist with Student/Parent VUE. Only 40 students so far do not have accounts.	N/A	We will continue to hold ParentVue instructional sessions.
Through ELAC, SSC, and Title I parent meetings we will address all significant subgroups, their SBAC data, and achievements of each subgroup. The group will brainstorm at each meeting how we can better serve each subgroup and set up a volunteer program to help meet the needs of specific subgroups.	All SSC meetings were well-attended.	Parent participation in SSC has been lacking.	Administration will have a greater focus on parent contact to obtain and maintain more cohesive parent participation.
In an effort to increase opportunities for parents to come on campus, we will hold events where the community is welcomed to attend (i.e. Fall Festival, Intramural games against other schools, awards assemblies, etc.)	We held multiple events where parents and community members were present. Such events include back to school night, Title I meeting, awards assemblies, parent band events, sporting	We still have little to no ELAC participation.	Administration will have a greater focus on parent contact to obtain and maintain more cohesive parent participation, especially for ELAC.

	events, and academic success nights.		
In order to keep families apprised of events and issues, regular communications will be made via: <ul style="list-style-type: none"> • Monthly newsletters • Social media pages • As needed mass phone calls • As needed mass emails 	Newsletters have proven especially helpful, as evidenced by a monthly average of 1300 views. Social media use has grown.	Negative social media posts have caused concern for parents on two occasions, causing a loss of about 200 students during each of these occasions.	Communication will improve with regards to how to respond to potentially negative posts on social media. Admin will focus on building stronger community relationships.

Goal #3:

JWMS will work to build a positive and safe school climate by creating opportunities for students to engage in restorative and community-building activities. JWMS will continue to work to increase the attendance rates while decreasing the absentee and suspension rates through education, presentations and meetings for parents, and providing programs that build connections for staff and students. Students will receive supports and interventions according to their individual needs.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Hold expectations assemblies no less than three times a year as well as school-wide segments created by our students on safe learning environments (drug-free, anti bullying, Sprigeo etc.), which will air on a weekly basis through our BTV/ASB classes.	Three assemblies were held. Students are aware of school-wide expectations and can name them as evidenced by PBIS TFI walkthrough. Videos were played during BTV time.	Several students with Tier II and III needs still continue to face behavioral challenges.	We will introduce Breaking Down the Walls for the upcoming school year as a means to improve relationships between stakeholders. Greater focus will be made on Panorama data and Panorama groups.
Hold activities during special interest periods such as Red Ribbon Week and Random Acts of Kindness.	These weeks were held.	NA	We will continue with these weeks.
Host Tier I assemblies and activities to address: <ul style="list-style-type: none"> • Bullying • LGBTQ Awareness • Heritage Months • Equity, Diversity, and Racism • Drug, alcohol, and tobacco use 	Assemblies and activities were held. Students were engaged in presentations.	NA	We will continue to hold assemblies.
Provide activities for unstructured time, such as lunch, and recognition opportunity rewards for students who are following Positive	Students accessed activities such as ping pong, tetherball, cornhole, and tetherball during unstructured time.	We continue to have conflicts largely in part due to social media and electronic means.	We will introduce Breaking Down the Walls for the upcoming school year as a means to improve relationships

Behavioral Interventions and Supports Expectations.			between stakeholders. Greater focus will be made on Panorama data and Panorama groups. Counselors will continue with focus groups
Hold monthly SART meetings for students meeting criteria.	Some SART meetings were held	Most families did not attend SART meetings, so the process was unsuccessful.	Extra clerical hours have been funded to cover the costs of office specialist dedicated to the SART/SARB and other attendance proceseses.
Provide professional development and collaboration opportunities in the areas of Social Emotional Learning, PBIS, and including workshops and conferences for staff members.	Some members participated in trainings.	More staff members need to be trained as evidenced by the number of student referrals that are written.	2:1:2 time will be allotted for staff awareness of PBIS and SEL.
Provide social emotional lessons and tools for students who have tier 2 and 3 needs.	Some students have been provided with lessons and tier II and III programs.	Several students with Tier II and III needs still continue to face behavioral challenges.	We will introduce Breaking Down the Walls for the upcoming school year as a means to improve relationships between stakeholders. Greater focus will be made on Panorama data and Panorama groups.
Provide extra duty hours for office specialist to perform duties related to improvement of attendance. Such activities include SART processes, STIS monitoring, and parent contact.			
Establish an MTSS/PBIS program to support students at tiers 1, 2, and 3. Process will be evaluated regularly using PBIS assessments including Self-Assessment Survey and Tiered Fidelity Inventory. PBIS teams will meet regularly to review school-wide as well as focused student data. Expectations will be taught regularly and students will received regular recognition.	Teams have been established and data is evaluated.	Several students with Tier II and III needs still continue to face behavioral challenges. SST Process is not followed with fidelity to support more in-depth interventions.	MTSS team will adhere to a greater structure and fidelity of supports and interventions.