

# 2017-18 Single Plan for Student Achievement

**School:** Lee Middle School  
**CDS Code:** 57727100000000  
**District:** Woodland Joint Unified School District  
**Principal:** Sandra Garcia  
**Revision Date:** 1/09/2017

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

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

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## School Vision and Mission

### Lee Middle School's Vision and Mission Statements

Lee Middle School Mission Statement: Through establishing staff collaboration, building positive relationships, and setting high expectations, we will ensure every student succeeds at something productive and valuable to both the student and the school community.

Lee Middle School Vision Statement: The culture of our school reflects a commitment to working together with parents, students and our community to ensure all of our students meet their full academic and personal potential. In addition to a rigorous academic program, we make a wide variety of school-sponsored clubs, sports, and activities available to students. These opportunities develop confidence, independence, and citizenship. We offer a structured learning environment that encourages safe and respectful interactions among students and between students and adults. Our Wildcat Way encourages students to be respectful, self-directed, self-controlled, and involved in school activities.

## Community and School Profile

The city of Woodland is located in Yolo County. With a population of more than 50,000 people, Woodland is situated twenty miles from downtown Sacramento and eighty-five miles from San Francisco. Woodland Joint Unified School District includes six preschools, ten elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school. Lee Middle School operates on a traditional calendar, and had approximately 650 students enrolled in grades seven and eight during the 2015-2016 school year. Student body demographics are illustrated below:

### School Enrollment by Ethnicity (2016-2017):

American Indian or Alaska Native 0.3%

Asian 2%

Native Hawaiian or Pacific Islander 0.6%

Filipino 0.6%

Hispanic or Latino(a) 71%

Black or African American 1%

White 21%

Two or More Races 2%

None Reported 0.8%

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

An end-of-year teacher survey was administered in May, 2016. Teachers ranked the school's performance and the administrative team's performance on a variety of topics, and they provided suggestions to improve various school programs. Many of the suggestions provided by parents and teachers will be implemented during the 2016-2017 school year.

During the 2016-2017 school year, parent and teacher suggestions have been implemented. Parent input is currently gathered at monthly School Site Council, Parent Booster, and ELAC meetings, in parents' home languages. Teachers continue to provide ongoing feedback throughout the year, including suggestions for improvement, regarding the school's goals for 2016-2017. Student surveys have been conducted in regards to the use and benefit of Wildcat Way tickets, students have provided feedback and suggestions of possible incentives.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Twenty certificated staff members are formally being observed during the 2016-2017 school year. All certificated staff are informally observed. Administration spends approximately two to three hours per week visiting classrooms and providing feedback to teachers regarding classroom climate, curriculum, and instruction. Our site focus in the classrooms is Structured Collaborative Conversations.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

The following information was provided in 2015-2016: Of the approximately 650 students enrolled at Lee Middle School, about 130 of them have consistently under-performed in one or more content areas, meaning that they have had grades of D or F in those subjects. While meetings to discuss their lack of progress have been periodically scheduled throughout the year, with some limited success in turning things around for them, academically-speaking, it is apparent to the staff that much more needs to be done for our students at highest risk for failure in school. Much of what will be undertaken in the 2016-2017 school year will be centered on what the staff can do to make the learning process more engaging to those of limited skill.

In 2016-2017, staff is implementing Structured Collaborative Conversations in the classroom with the goal of directly impacting the results in the Smarter Balanced Assessment Consortium (SBAC) test, Area (Claim) Descriptor of Speaking. Grade checks are on-going to provide support to students on a timely basis. Teachers are participating in the Tutoring/Homework Help program to assist students with their academics and organization.

### **Standards, Assessment, and Accountability**

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

Staff collect and analyze student data from various local assessments, including but not limited to: formative assessments, benchmark exams, and curriculum-embedded assessments. This data analysis informs instructional practice. At least eight times per year, teachers from each core department meet and work collaboratively to analyze student achievement data together and plan instructional sequences that reflect areas of student need and student strengths. Since Spring 2015, students participated in the Smarter Balanced Assessment Consortium (SBAC) test, which allowed for detailed staff discussions about the impact of technology and about future changes to instruction and assessment to better support students.

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

Student progress toward mastery of standards is monitored using various formative assessments and district benchmark assessments. During department collaboration meetings, teams of teachers analyze assessments to determine areas of student need and areas of student strength. Teachers use this information to make decisions about content that needs to be re-taught and re-assessed. Teachers then collaborate around lesson design. Students are re-assessed after additional instruction has been completed to determine the impact of the added instruction.

### **Staffing and Professional Development**

#### **3. Status of meeting requirements for highly qualified staff (ESEA)**

Lee Middle School continues to meet the requirements for highly qualified staff outlined in the now-defunct No Child Left Behind Act (NCLB), but whose requirement for highly trained teachers are still mandated under current regulations.

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

Professional development is delivered through various, site-based professional learning communities, readings, and staff collaborative conversations regarding best practices. A vast majority of the staff development offered in 2016-2017 revolves around the development of 21st century skills, critical/strategic reading strategies, structured writing, inquiry and collaboration strategies, and school climate.

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

All content-specific staff development activities reflect input from staff and address the content standards in each content area. Student performance on state and local assessments is considered when deciding on focus areas for staff development activities. LMS will also participate in district-sponsored and county-sponsored staff development sessions that address: "first-best" instructional strategies, implementation of school-wide AVID strategies, best practices when working with our Long-Term English Learners and students performing below grade level, and the full implementation of the Common Core State Standards and Next Generation Science Standards. One student subgroup that continues to be a focus for LMS staff is our Long-Term English Learners; additional training from outside experts will continue to be pursued in this area. Another focus for LMS staff continues to be school climate. Social Emotional Learning and restorative practices continues to be a focus in 2016-2017.

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

Teachers at Lee have received, and will continue to receive, staff development that outlines strategies to effectively teach all students. Multiple AVID strategies are implemented school-wide, ten teachers participated in the 2016 AVID Summer Institute, two attended the AVID National Conference. The LMS history department works collaboratively to address effective instructional strategies for ELs, peer-to-peer coaching, and structured feedback in the use of effective instructional strategies (using the cycle of inquiry). The principal and vice principal also provide feedback to teachers on an informal and formal basis. All new teachers receive BTSA Support Providers or university supervisors (for those in an intern program) who provide feedback about instructional practice on a regular basis. New teachers also meet five to six times per year with administration.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Staff collect and analyze student data from various local assessments, including, but not limited to: formative assessments, benchmark exams, and curriculum-embedded assessments. This data analysis informs instructional practice. At least eight times per year, teachers from each core department meet and work collaboratively to analyze student achievement data together and plan instructional sequences that reflect areas of student need and student strength. Currently, teacher collaboration revolves around student engagement, school climate, teaching and learning, and student success.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

We are engaged in a continuous process of aligning our curriculum, instruction, materials, and assessments to align with the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). During monthly department meetings, teachers identify and deconstruct standards that will be the focus of future instruction, as well as analyze student work that reflects previously taught standards. These activities assist our teachers in the design and implementation of a coherent instructional program.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

At Lee, we offer reading/language arts and mathematics courses that meet or exceed state guidelines for the number of minutes that are required at the middle school level.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Staff at Lee follow our district's unit study guides and are within one-to-two weeks of the identified timelines. We provide intervention support for students during the school day, and we offer additional interventions opportunities before and after school.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials appropriate to their achievement levels. Our students are issued textbooks to keep at home, while each teacher has a class set of textbooks in her or his classroom for in-class instruction. This year, we have used state-adopted supplemental instructional materials to assist teachers in meeting the academic needs of English Learners and students performing below grade level in English Language Arts and Math.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers at Lee consistently use State Board of Education-adopted curriculum, consisting of standards-aligned textbooks and materials. This year, Lee is further implementing web-based technology into our core instruction.

Opportunity and Equal Educational Access

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

Student achievement data and district placement criteria are used to inform placement of under-served students in classes that will meet their academic needs. Additionally, students are organized into Student Learning Clusters (SLC) to ensure they are monitored regarding their social/emotional, academic, and behavioral progress. Each Student Learning Cluster is led by a Team Leader who has demonstrated leadership abilities in multiple contexts and has diverse school experiences. Team leaders are provided an additional preparation period to assist with case management, communication with teachers of students in their SLC, staff at-large, parents, and students. All teachers meet every six-to-eight weeks to discuss the progress of students who are not meeting expectations. Action plans are developed by this team of teachers to be implemented in classes. Additionally, support staff (counselors, specialists, psychologist, nurse, administrators) meet monthly with team leaders to coordinate and monitor the action plans of our most at-risk students.

14. Research-based educational practices to raise student achievement

Research-based educational practices (e.g., student goal setting, note-taking systems, standards-aligned interventions software, engagement strategies, staff collaboration) are the foundation of the work we do at Lee Middle School. Staff participate in professional development and reflection to increase the effectiveness with which they implement instructional practices in the classroom. They are also provided opportunities to share their successes with best-practices with one another.

Parental Involvement

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

Lee has a variety of school-based resources available to assist under-achieving students. They include: 1. a full-time, grant-funded counselor, social work interns, team leaders (case managers), a full-time RTI specialist, a CommuniCare therapist, and Victor Services (a community agency), which provides small group and individual intervention and counseling services, 2. Tutoring/Homework Help, 3. the AVID program (for qualified students), 4. support classes in English Language Arts, 5. Sports and clubs, 7. EAOP, STE@M, and Robotics, and 8. Outreach activities from UC Davis.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent/community representatives, classroom teachers, and other school personnel are involved in the planning, implementation and evaluation of consolidated application programs in the following venues: School Site Council participation, English Learners Advisory Committee (ELAC) participation, staff meetings, department collaboration sessions, Leadership Team meetings, and district Action Teams.

## Funding

### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical and LCAP funds are used to support our staff development activities, purchase supplemental instructional materials, and hire additional support staff to assist under-served students to meet grade-level academic standards. Additionally, Tutoring/Homework Help is available to support students in the completion of homework assignments. Additional staff salaries are paid and materials purchased using our available categorical and LCAP monies.

### 18. Fiscal support (EPC)

Local Control Funding Formula (LCFF) funds have met or exceeded the fiscal requirements of the school.

## **IV. Description of Barriers and Related School Goals**

### SUMMARY OF GOALS:

Our long-term goal as a staff is to help students be successful in life by: increasing students' exposure to a broad curriculum, increasing student engagement, and creating a school culture and climate that pushes students to develop as professionals. To accomplish this, we need to increase the amount of students who score proficient and advanced in all core subjects, as well as in our electives program. Additionally, we need to focus on closing the achievement gap with our designated subgroups. Working to increase the amount of English Learners who are reclassified and decreasing the number of students who no longer need intensive levels of support would help in this area. Increasing the number of AVID classes we offer continues to help in this area. The staff at Lee Middle School knows that students who make a positive connection with their school and with their teachers do better academically than students who do not feel that connection. Therefore, an emphasis on maintaining a positive school climate is a must.

The Lee Middle School community has spent considerable time evaluating and disaggregating data to determine where to best focus our efforts for this year in order to work toward achieving our goals.

For the 2016-2017 school year, Lee Middle School plans to focus on the following:

1. Grade-level proficiency in literacy, numeracy, and 21st century skills
2. College and career readiness
3. Student engagement in a caring environment
4. English learner achievement

### BARRIERS:

1. The statewide teacher shortage has, and may continue to negatively impact our ability to have the highest quality program possible. Our district has taken bold, positive steps to ensure the early hiring of new teachers to fill vacant positions for the coming year.

2. Our students, particularly those in Math 7, have a wide range of ability levels. While much work has been done to systematically differentiate instruction, there is still a lot to be done in this area. LMS continues to target Mathematics in 2016-2017, working in partnership with the UC Davis Math Project to continue the deep-level work of deconstructing the math curriculum into meaningful mathematical learning for students. Additionally, Math teachers and resource teachers will meet regularly to develop scaffolded curriculum and plan targeted instruction using flexible grouping.

3. LMS has been implementing the Co-Teaching model for the past five years. Training of core teachers and Education Specialists continues, as does work on student placement within co-taught classes. This past year, co-teaching was offered in some benchmark

English and Math classes, in addition to strategic classes. Paraprofessional support (funded by the district) was provided in English and Math classes as well. This model has helped to increase our Special Education students' success across all subject areas. We want to continue seeing this positive academic growth. Therefore, we plan to allow new co-teaching teams the time to collaborate and develop lessons/unit plans with one another. We also plan to allow time for teachers to gain more familiarity with the new Math and ELA state standards, including our newly-developed Unit Study Guides and end-of-unit assessments.

4. In 2016-2017, some departments (History/Physical Education) will be using the pacing guides, curriculum, and assessments based on older California state standards, while other departments (English/Math) will be implementing new Unit Study Guides and assessments tied to the new California state standards. Our science department will be in the initial stages of developing Unit Study Guides tied to the new Next Generation Science Standards (NGSS).

5. The 2015-2016 school year did not show a significant decrease in suspensions compared to the previous year, however, we want to continue to decrease our overall suspension rates during the 2016-2017 school year. In 2013-2014, we developed a universal screener that immediately identified incoming 7th graders in need of additional support/intervention. We increased the amount of Wednesday meetings that addressed specific students and developed action plans for them to be successful. We also began incorporating monthly "case manager" meetings, where all support staff (nurse, psychologist, counselors, administrators) met to address and be proactive about our most at-risk students. We will continue these programs. Also in 2014-2015, we focused on making our case management of at-risk students more systemic and in 2015-2016 we increased our half-time RTI Specialist to a full-time position, whose job it was to track the progress of our most at-risk students. Additionally, we are still understaffed during lunch time supervision; presently, four adults (Principal, VP, and two campus safety coordinators) supervise approximately 650 students. When one of those adults is sick or off-site at a meeting, it affects the students' perception of security.

6. Lee Middle School needs to work on increasing its student use of technology. We added two classroom sets of Chromebooks and one classroom set of laptops in 2014-2015. All of our available technology was reserved for use every day this school year, which indicates a strong need to continue adding technology at our school site. In 2015-2016 additional Chrome Book computers were purchased for student use, new laptop computers were acquired to replace obsolete desktop computers in the computer labs, and district-owned Chrome Book computers were made available at no cost to seventh graders for use at home. As funding permits, additional computers and software licenses will be purchased to make technology much more infused in teaching and learning. The district also has plans to make Chrome Book computers to all new seventh graders again next year, so that every single student at Lee Middle School has access to the technological device to accomplish school-related tasks when they are away from school.



## V. School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2015-16 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>7</b>	4	7	30	55	15	27	2	4	4	7	55
<b>8</b>	1	2	12	27	19	43	4	9	8	18	44
<b>Total</b>	5	5	42	42	34	34	6	6	12	12	99

#### Conclusions based on this data by levels:

1. 55% of our 7th grade English Learners scored as Early Advanced or Advanced, while 42% of our 8th graders scored as Early Advanced or Advanced.
2. We have a small population of newcomers (currently 7 students, but this number fluctuates, sometimes reaching up to 20 students) who need intensive, targeted support from classroom teachers and support personnel.

## V. School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2015-16 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>7</b>	4	7	32	55	15	26	2	3	5	9	58
<b>8</b>	1	2	13	28	19	40	4	9	10	21	47
<b>Total</b>	5	5	45	43	34	32	6	6	15	14	105

Conclusions based on this data by levels:

1.

## V. School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	105	91	99
Percent with Prior Year Data	99.0%	100%	100.0%
Number in Cohort	104	91	99
Number Met	64	45	59
Percent Met	61.5%	49.5%	59.6%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	10	96	16	82	13	89
Number Met	--	49	0	32	1	42
Percent Met	--	51.0%	0.0%	39.0%	7.7%	47.2%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--
<b>Mathematics</b>			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--

#### Conclusions based on this data by AMAO level:

1. Lee Middle School did not meet the expectations for either AMAO Level One or AMAO Level Two.
2. 90% of LMS' English Learners are long-term English Learners.
3. Over the last three years, our overall English Learner population has decreased. This has coincided with an increase in the amount of students who are reclassified each year at LMS.

## V. School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	2350	2337	2,323
Percent with Prior Year Data	99.9		100
Number in Cohort	2347	2337	2,322
Number Met	1404	1332	1,331
Percent Met	59.8	57.0	57.3
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1779	983	1779	991	1,831	916
Number Met	408	505	381	449	424	404
Percent Met	22.9	51.4	21.4	45.3	23.2	44.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		<b>N/A</b>

#### Conclusions based on this data by AMAO level:

1. The district's English Learner population has more students who have been English Learners for under 5 years.
2. The district's English Learner population decreased from 2011-2012 to 2012-2013.
3. The district did not meet AMAO 1 or AMAO 3 in 2012-2013. It partially met AMAO 2, as its long-term ELs met the goal but its ELs who received less than 5 years of EL instruction did not meet the goal.

## VI. Planned Improvements in Student Performance

### Goal 1: Improve Teaching and Learning

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

<b>LEA GOAL:</b>
All students will be proficient in literacy, numeracy and 21st century skills through high quality teaching and learning practices.
All students will be proficient in literacy, numeracy and 21st century skills through high quality teaching and learning practices.
<b>Data Used to Form this Goal:</b>
Literacy and numeracy: There are students who overall do extremely well. We are pleased that those students are being very successful in school. However, the group of students who are our biggest concern are those who are on our current D/F list, most of whom are Latino, male, who have an active IEP, who are English learners, or who are redesignated ELs. The group not performing well (those mentioned above) have at least two Ds or Fs on semester grades, which, unless turned around, will have long-term academic consequences.
<b>Findings from the Analysis of this Data:</b>
Using the district's placement criteria, Lee Middle School still has a number of students who need additional support in English Language Arts and Math. We also have a small population (currently 7 students, but the number fluctuates and in some years has peaked at 20) of English Learners who are newcomers; this group of students needs highly differentiated instruction and is placed in smaller, specialized classes with AVID Tutor support interspersed throughout the school day. Our most significant English Learner population continues to be our Long-Term English Learners. This group benefits from a variety of interventions: the summer Wildcat Academy, individual case management, support classes in English and math, morning or after school tutoring, goal-setting, and either peer or adult mentoring support.
Our scores on end-of-unit assessments were lower than expected. One reason is that the transition from traditional math to the math that is aligned to the new CA state standards left our students with some skill gaps. Our math teachers were also gaining familiarity with the new Big Ideas curriculum. Additionally, our students struggled with the shift to an English curriculum that focused more on critical thinking, inquiry, and expository text. Our continued focus on implementing school-wide AVID strategies (e.g. – structured note taking, close reading, Socratic seminars, and philosophical chairs) and our emphasis on increasing student engagement will help in these areas. We are also pursuing training and professional development in the area of structured, formalized writing.
While Lee Middle School reclassified 35 students in the 2015-2016 school year, our CELDT results need improvement. Only 31% of our students scored at the proficient level. Additionally, only 47.7% of students met AMAO 1 (achieving a year of growth on the CELDT). The results indicated a weakness in our English Learners' critical reading skills. As mentioned above, our continued focus on implementing AVID strategies school-wide will help in this area. We are also pursuing training and professional development that will specifically target English Learners, including sending a group of teachers to the 2016 AVID Summer Institute to receive training in an "English Learner" strand.

**How the School will Evaluate the Progress of this Goal:**

Assessments used: WJUSD district benchmarks (end-of-unit assessments); curriculum-embedded assessments; SBAC results in spring 2016

**Process of Evaluation:**

Department/data team meetings: Administration and teachers will review assessment data in these meetings, according to this cycle:

Six times yearly, the English and Math departments will:

1. Administer end-of-unit assessments to students
2. Interpret end-of-unit assessment results
3. Determine appropriate changes to Unit Study Guides and the end-of-unit assessments, based on test results
4. Rearrange student groups as appropriate, based on test results
5. Determine concepts for re-teaching, based on test results
6. Determine training and/or coaching needs as a department
7. Evaluate implementation of research-based instructional strategies -- inquiry, collaboration, and critical/strategic reading strategies, in particular
8. Send representatives to serve on district-wide action teams to make changes to Unit Study Guides and end-of-unit assessments for the upcoming school year

**First Interim Analysis:**

Data will be analyzed at the end of the first trimester, and key points that inform practice will be added in this space.

**Second Interim Analysis:**

Data will be analyzed at the end of the second trimester, and key points that inform practice will be added in this space.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<b>1.1 Academic Program Support</b>  1. All language arts and math classes will provide 56 minutes of core instruction in both subjects daily. Language arts teachers and math teachers will use district-adopted instructional materials daily in core instruction for advanced and benchmark classes. Other core subjects (science, history, physical education), as well as a range of electives, will be included in every student's schedule, to reinforce literacy skills and inquiry and collaboration strategies, while allowing students to explore other areas of interest and talent.  2. Teachers will use core and supplemental materials, in addition to technology, to provide targeted instruction during class time.  3. Struggling students needing additional support may have access to adult tutors.  4. Copy costs and supplies	8/2017 -- 6/2018	Teachers and Principal	Copy costs, including machine leases, associated with the implementation of research-based best practices  Supplies for daily classroom and office needs such as paper, pencils, etc. for all subjects to help narrow the achievement gap for EL, LI, FY, and EO students.  Classroom Tutor	General Fund  Site Discretionary  General Fund	18,618  10,235  3,000
<b>1.2 Interventions</b>  1. Teachers will assess the proficiency levels of the students in math classes to determine individual student needs and target instruction accordingly. Teachers will monitor student progress on identified skills and/or	8/2017 -- 6/2018	Teachers, Principal, After-School Program Coordinator	Costs associated with the after-school program and intervention programs (extra duty, personnel, supplies, special activities, and healthy snacks)	Supplemental/Concentration	22,973

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>concepts.</p> <p>2. ELA and math teachers will meet at least six times per year to analyze data and collaborate on instruction.</p> <p>3. Interventions will be made available to students in need of additional support. These include, but are not limited to: Homework Club, morning and afternoon tutoring, lunchtime "Backpack Rescue," and Thursday intervention. Robot Club will be provided once weekly after school in support of the C-STEM program.</p> <p>4. Provide an after school program that focuses on academic help and enrichment activities, and that includes a healthy snack for up to 60 students. The program would meet four afternoons per week on the LMS campus.</p>					
<p>1.3 Differentiated Instruction</p> <p>1. Students will be placed in advanced and benchmark ELA sections, as well as Math 7, Accelerated Math 7, Math 8 and Accelerated Math 8, based on established district criteria. All students will receive appropriate instruction to advance to the next academic level, based on their assessed needs and readiness levels.</p>	8/2017 -- 6/2018	Counselors, Teachers, Principal	<p>Technology (student laptops/Chrome books, and computer carts) needed to support supplemental programs</p> <p>Purchase of intervention/supplemental materials.</p> <p>Purchase of classroom supplies by departments to support goal #1</p>	<p>General Fund</p> <p>General Fund</p> <p>Site Discretionary</p>	<p>4,000</p> <p>2,500</p> <p>500</p>



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>2. All teachers will use research-based best practices, including, but not limited to: structured collaborative conversations, sentence starters/frames, academic discussion/discourse, cornell notes, and structured note-taking.</p> <p>3. Supplemental materials, software and technology will be used to support student academic achievement in ELA, math, history and science, based on assessment data.</p> <p>4. Resource teachers will co-teach in regular classes. General education teachers and resource teachers will collaborate regularly to develop targeted, scaffolded instruction.</p> <p>5. Project-based learning and interdisciplinary lessons will be developed by all core subjects, in order to help students see connections to the real world.</p>			Purchase of library materials, to support interdisciplinary lesson planning	General Fund	1,000
			Technology needed to support supplemental programs, particularly our Computer Business and Computer Science classes	General Fund	5,000
<p>1.4 Structured Academic English Language Development</p> <p>All teachers will use research-based best practices, including front-loading, the use of sentence starters, choral response, pair-share, formal academic discussion/formal academic discourse, and graphic organizers.</p>	8/2017 - 6/2018	Teachers			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>1.5 Data Analysis/Collaboration</p> <p>1. The teachers in each department staff will meet at least once per month to analyze student achievement data (i.e. formative assessments, benchmark exams, curriculum-embedded assessments) and student work to guide instruction.</p> <p>2. Teachers in grade level teams will meet on a regular basis (to be determined at the start of the 2016-17 school year) to discuss student achievement and social-emotional well-being.</p> <p>3. Teachers will be selected for participation in district-wide Action Teams in ELA and math. Information that is learned and/or tasks that are accomplished at those team meetings will be shared with department members at the next department meeting.</p> <p>4. Teachers will share their use of strategies for teaching academic vocabulary learned during current and previous years' professional development.</p> <p>5. The principal will set dates on Wednesdays for collaboration among department members. Specific areas of focus for department collaboration will include:</p> <p>a) Use of data from curriculum-embedded, and benchmark assessments to guide instruction.</p>	8/2017 -- 6/2018	Teachers, Principal, RTI Specialist, and EL Specialist	Sub costs associated with departmental data analysis and collaboration	General Fund	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
b) Students' acquisition and use of content-specific academic vocabulary. c) Teachers' effective use of research-based instructional strategies d) Teachers' effective use of inquiry, collaboration, and critical/strategic reading strategies.					
<b>1.6 Progress Monitoring</b>  1. All teachers will administer ongoing (6-8 week) reading/language arts curriculum-embedded assessments and benchmark assessments. Teachers will collect and use data from ongoing assessments to determine student progress and to modify instruction (See also Collaboration/Data Analysis section).  2. The principal and other invited staff will conduct formal and informal walkthrough observations during the school year to look for evidence of implementation of research-based instructional strategies, required program elements, the creation of classroom environments that support student learning, and structured collaborative conversations. Teachers will receive on-site feedback in implementing effective instructional strategies.  3. Teachers will administer ongoing curriculum-embedded assessments and district end-of-unit assessments;	8/2017 -- 6/2018	Teachers, Principal, RTI Specialist, and EL Specialist	Extra duty pay to cover for teacher collaboration and data analysis  Substitute costs for teacher collaboration and data analysis  Roving substitute costs and CELDT data chats	General Fund  General Fund  General Fund	2,000  3,000  3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
will collect and analyze the resulting data; and will use the data to determine student progress and modify instruction.					
<p>1.7 Targeted Staff Development</p> <p>1. ELA teachers will implement writing workshops that will focus on improving students' writing skills in specific genres.</p> <p>2. All core area teachers will implement research-based methods to ensure standards-based lesson design and delivery.</p> <p>3. All core area teachers will implement common protocols for examining and analyzing assessment data and student work to form instructional decisions.</p> <p>4. Staff will attend training to assist with implementation of the above mentioned actions, as well as the implementation of our school-wide Response to Intervention system to support non-proficient students.</p> <p>5. All mathematics teachers will participate in district-sponsored training related to the adoption of new CCSS math materials. Four math teachers will participate in Action Team meetings throughout the year.</p> <p>6. Teachers will attend professional development sessions to increase</p>	8/2017-- 6/2018	Teachers and Principal	<p>Sub costs associated with professional development.</p> <p>Conference, professional development, and training registration related to effective instructional practices that support the Common Core and Department Professional Learning Communities</p> <p>Conference registration related to supporting RtI</p> <p>Sub costs/extra duty costs for data analysis and collaboration between ELD and core teachers</p> <p>Professional development for the administrators</p> <p>Professional development for Resource Teachers</p> <p>Conference, professional development, and training registration related to effective instructional practices that support the Common Core and Department Professional Learning Communities</p> <p>Professional development for the administrators</p>	<p>General Fund</p> <p>General Fund</p> <p>Educator Effectiveness Block Grant</p> <p>General Fund</p> <p>General Fund</p> <p>Educator Effectiveness Block Grant</p> <p>Educator Effectiveness Block Grant</p> <p>Educator Effectiveness Block Grant</p>	<p>6,000</p> <p>10,000</p> <p>3,000</p> <p>2,000</p> <p>6,000</p> <p>4,000</p> <p>16,000</p> <p>2,932</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>their knowledge and skills in working successfully with English Learners.</p> <p>7. Science teachers will continue their work to align their practice with the Next Generation Science Standards (NGSS).</p> <p>8. The administrators of the school will attend training opportunities, as appropriate, to remain current in their practice.</p> <p>9. Resource Teachers will attend a workshop/training on co-teaching and support in the classroom.</p>					
<p>1.8 Integrated Language Arts Instruction</p> <p>1. The use of language arts skills and knowledge will be integrated into Expo electives through the use of inquiry, collaboration, and critical reading strategies. Expo teachers will also reinforce writing skills with writing assignments.</p> <p>2. Science and social science teachers will augment ELA instruction through activities that involve reading, writing, listening, and speaking skills. Prior training in WRITE strategies, AVID strategies, and ongoing professional development will assist in this area.</p> <p>3. The Career Vision Plan will be used to engage 8th graders in planning for</p>	8/2017 -- 6/2018	Teachers			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>9th grade course selection meetings and planning future actions to pursue career interest areas.</p> <p>4. The use of language arts skills and knowledge will be integrated into Physical Education classes through written assignments (e.g. - homework, projects, quizzes, etc.).</p>					

## VI. Planned Improvements in Student Performance

### Goal 2: College and Career

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

<b>LEA GOAL:</b>
All students will graduate high school and be competitively college and career ready through personalized learning.
All students will graduate high school and be competitively college and career ready through personalized learning.
<b>Data Used to Form this Goal:</b>
<p>When our students graduate high school they should be competitively college and career ready. A significant amount of time is spent at the beginning of the year going over our schoolwide processes and expectations with students. Throughout the year, teachers teach Wildcat Way mini-lessons, as a means to both re-emphasize our expectations, and to reinforce, using scenarios, specific points on how students can better implement the Wildcat Way at school. This came about due to a widespread perception among staff members that student discipline was “out of control”, and that something different needed to be done to improve things. Recently obtained school data indicate that 85% of our students now know the four components of the Wildcat Way, compared to only 20% at the beginning of the year.</p> <p>From research dating back fifty years (Maslow), we know that unless and until basic needs of safety are met, learning and growing emotionally (self-actualizing) will be hindered. With that in mind, our primary focus has been on building a school culture of respect, while at the same time increasing our focus on teaching and learning.</p> <p>Parent groups (Boosters, ELAC and SSC) have been kept apprised on our focus for improving schoolwide culture.</p>
<b>Findings from the Analysis of this Data:</b>
To prepare our students for a college and career, we have increased our AVID section from 4 to 6 on our master schedule, and we have been re-certified by the AVID program for the first time in seven years.
<b>How the School will Evaluate the Progress of this Goal:</b>
The AVID Team meets on a monthly basis to review the progress of the program and the students academic achievement. Data is also being collected and analyzed during recruitment.
<b>First Interim Analysis:</b>
Data will be analyzed at the end of the first trimester, and key points that inform practice will be added in this space.

**Second Interim Analysis:**

Data will be analyzed at the end of the second trimester, and key points that inform practice will be added in this space.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>2.1 Continued support of the AVID program</p> <p>1. Lee Middle School will continue to offer AVID sections.</p> <p>2. AVID Tutors will be utilized in AVID classes.</p> <p>3. Targeted AVID strategies will be implemented school-wide (e.g. - Cornell notes, inquiry and collaboration strategies, critical/strategic reading strategies).</p> <p>4. A team of teachers will attend the annual AVID Summer Institute and will attend AVID trainings/conferences during the year.</p>	8/2017 -- 6/2018	Principal, Secretary, AVID Teachers, and Teachers	<p>Registration for AVID Summer Institute</p> <p>Ongoing teacher professional development in AVID workshops</p> <p>Hiring and training of AVID Tutors</p> <p>Hiring and training of AVID Excel Tutors</p> <p>Sub costs related to AVID/AVID Excel program</p> <p>Transportation for AVID/AVID Excel fieldtrips</p> <p>Registration for AVID Summer Institute</p>	<p>General Fund</p> <p>General Fund</p> <p>Supplemental/Concentration</p> <p>General Fund</p> <p>General Fund</p> <p>Supplemental/Concentration</p> <p>Educator Effectiveness Block Grant</p>	<p>10,800</p> <p>3,000</p> <p>15,000</p> <p>15,324</p> <p>5,000</p> <p>7,000</p> <p>10,800</p>
<p>2.2 Increase access to extracurricular and co-curricular programs during lunch and during the school day.</p> <p>1. Project SAFE is the culminating event for our Red Cross Club. In the spring, basic safety and first aid is taught to our entire 7th grade class in a conference format.</p> <p>2. Encourage the participation of students in the STEAM program, designed to increase the interest of girls in the arts, math, and sciences fields.</p> <p>3. Support the involvement of</p>	8/2017 -- 6/2018	Principal, Teachers, and School Nurse	<p>Supplies for Project Safe</p> <p>Sub costs and expenses for Leadership Development Day</p> <p>Cost for supplies, registration, and transportation for STEAM</p> <p>Sus costs, registration, and transportation for FFA</p>	<p>Site Discretionary</p> <p>Site Discretionary</p> <p>General Fund</p> <p>Supplemental/Concentration</p>	<p>500</p> <p>1,500</p> <p>3,152</p> <p>1,800</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
students in FFA on campus and off-site.					
2.3 Update library collection	8/2017 -- 6/2018		Books other than textbooks to meet the needs of our SPED/EL	General Fund	3,000
2.4 Continue implementation of Co-Teaching model  Continue providing Special Education students with increased exposure to the general education curriculum by fully including them in general education classrooms with resource support.	8/2017 -- 6/2018		Provide opportunities for collaboration/training with co-teaching teams, including paraprofessionals	General Fund	2,000
			Provide opportunities for collaboration/training with co-teaching teams, including paraprofessionals	Supplemental/Concentration	1,000
			Sub costs related to work with co-teaching teams	General Fund	1,000
2.5 Targeted staff development	8/2017 -- 6/2018		Substitute costs related to staff development on goal #2	General Fund	2,000
			Training/Registration costs	Educator Effectiveness Block Grant	10,374

**VI. Planned Improvements in Student Performance**

**Goal 3: Equity and Access**

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

<b>LEA GOAL:</b>
All students will be successful through the development of targeted and coherent systems of support.
All students will be successful through the development of targeted and coherent systems of support.

**Data Used to Form this Goal:**

## Suspensions and Expulsions:

- The 2015-2016 WJUSD suspension rate (calculated by CDE) was 6.7%, which is a decline from previous years (8.6% in 2011-12 and 2012-13). However, the % of total suspension days assigned to African American and Special Education students is disproportionate when compared to Asian and White students.
- In total suspensions for 2015-2016, Socioeconomically Disadvantaged students account for 89% (1266 out of 1435 incidents) of the total in school and out of school suspensions.
- In total suspensions in 2015-2016 for Defiance (48900K), Socioeconomically Disadvantaged students account for 90% (477 of 529 incidents) of the total in school and out of school suspensions.
- Need to continue decreasing the suspension rate and to increase proportionality in suspensions—fewer suspensions for African American, Socioeconomically Disadvantaged, and Special Education students.

## Physical Fitness:

- Percent of students at Lee passing fitness tasks:

Areobic Capacity (73%), Body Composition (54%), Abdominal Strenght (88%), Trunk Extension Strength (95%), Upper Body Strength (46%), and Flexibility (84%)

Throughout the year, teachers teach Wildcat Way mini-lessons, as a means to both re-emphasize our expectations, and to reinforce, using scenarios, specific points on how students can better implement the Wildcat Way at school. This came about due to a widespread perception among staff members that student discipline was “out of control”, and that something different needed to be done to improve things. Recently obtained school data indicate that 85% of our students now know the four components of the Wildcat Way, compared to only 20% at the beginning of the year.

From research dating back fifty years (Maslow), we know that unless and until basic needs of safety are met, learning and growing emotionally (self-actualizing) will be hindered. With that in mind, our primary focus has been on building a school culture of respect, while at the same time increasing our focus on teaching and learning.

Annual/monthly reports of attendance rates

Annual/monthly reports of suspensions rates

School climate survey, such as the California School Climate and Safety Survey (CSCSS) or the Safe Communities Safe Schools Program (SCSS) School Climate Surveys

Online teacher surveys regarding school climate

AERIES discipline reports (i.e. - discipline incidents, suspensions by category, etc)

Case manager monthly meeting notes

Leadership team (C&I Committee) monthly meeting notes

Student planner

Wildcat Way lessons and lesson planning guide

PAWS Transition Days lessons and lesson planning guide

**Findings from the Analysis of this Data:**

This year, our Wildcat Way lessons were revised to include more information on bullying, including additional support from counselors.

<b>How the School will Evaluate the Progress of this Goal:</b>
Lee staff will review and analyze results of CA Healthy Kids surveys. Lee staff will calculate and review ADA. Lee staff will calculate and review the suspension rate, in addition to more specific data regarding discipline incidents (type, frequency, etc). Lee staff will calculate and review the truancy rate. Lee administration will conduct a yearly teacher survey for specific feedback/suggestions regarding school climate in addition to gathering feedback through whole staff meetings and through leadership team meetings.
<b>First Interim Analysis:</b>
Data will be analyzed at the end of the first trimester, and key points that inform practice will be added in this space.
<b>Second Interim Analysis:</b>
Data will be analyzed at the end of the second trimester, and key points that inform practice will be added in this space.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>3.1 Wildcat Way Implementation</p> <p>1. Prior to the beginning of the school year, teachers will prepare "Wildcat Way" lessons that explicitly teach students our school's practices, policies, and procedures related to student behavior to support academic success. Wildcat Way lessons will also include instruction on organizational skills, including how students are to use their student planners.</p> <p>2. Prior to the beginning of the school year, the Rtl specialist will ensure time to share any necessary changes to the Wildcat Way lessons with staff. Returning teachers will review their Wildcat Way lessons to ensure they are current and relevant.</p> <p>3. All teachers will teach Wildcat Way lessons during the first week of school. Throughout the school year, Wildcat Way lessons will be taught.</p> <p>4. Posters for each classroom that illustrate the Wildcat Way will continue to undergo revisions.</p> <p>5. All teachers will teach Wildcat Way lessons during the first week of school. All teachers will provide anti-bullying information to students. Additionally, the principal will secure at least one whole-school assembly to address internet safety and cyberbullying.</p>	8/2017 -- 6/2018		Copy costs related to Wildcat Way implementation	General Fund	1,000
			Supplemental classroom supplies related to Wildcat Way implementation	Supplemental/Concentration	2,800
			Extra duty pay to facilitate 7th grade "PAWS" transition days	General Fund	2,500
			Supplies needed to develop and implement conflict mediation and peer mentoring program	Supplemental/Concentration	1,000
			Student planners	General Fund	2,800
			Student planners	Supplemental/Concentration	2,000
			Sub costs related to developing and implementing the conflict mediation and peer mentoring program	General Fund	1,200
			Incentives to support Wildcat Way implementation	Site Discretionary	2,000
			Supplies to support 7th grade "PAWS" transition days	Supplemental/Concentration	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>6. Student planners will be purchased for all students to support organizational skills and goal-setting that lead to academic success.</p> <p>7. With help from the LMS Boosters, incentives will be purchased to help reinforce positive school-wide behaviors.</p> <p>8. LMS will continue to increase the amount of students earning Wildcat Way tickets (which reinforce positive behaviors school-wide). Staff recognition will also occur for those who are using Wildcat Way tickets (student store tallies tickets by teacher).</p> <p>9. LMS will sponsor "PAWS Transition Days" every summer (the week prior to the start of school), hosting a half-day orientation for incoming 7th graders.</p> <p>10. The LMS Leadership class will seek ways to connect with and positively impact our student body, in addition to the mentorship program they participate in with students needing a mentor to help them navigate through school.</p>					
3.2 Multi-Tiered Systems of Support	8/2017 -- 6/2018		Sub costs associated with implementing Action #5	General Fund	2,100
1. Release time or extra duty pay will be provided for data analysis, including AERIES data on behavior			Extra duty pay to offer informal intramurals at lunch time	Site Discretionary	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>incidents (number of suspensions by month and compared to previous year, expulsions, behavior referrals per teacher/period) that can help improve school culture so that student behavior does not have a negative impact on academic success.</p> <p>2. Behavior expectations are defined and posted in all common areas throughout the school.</p> <p>3. LMS continues to develop community partnerships that allow us to offer therapy groups for students.</p> <p>4. LMS has a school-wide Response to Intervention (RtI) system for behavior. Professional development is provided on a consistent basis for staff on methods for addressing various behaviors/needs so that students are engaged and accessing the curriculum.</p> <p>5. Student of the Month Luncheons will be provided for students awarded for following the Wildcat Way. Teachers will select students and lunch will be provided by the school.</p> <p>6. LMS will continue to implement its "Make a Connection Program" where our students from Leadership are paired with students needing a mentor. The mentees will be trained and write reflection essays to share their experience and provide feedback.</p>			Cost to support the Opportunity/SEL program (i.e. registration, entrance, transportation for field trips)	Supplemental/Concentration	2,000
			Cost to support the student registration for the California Association of Student Leaders (CASL/CADA) conference	General Fund	3,000
			Cost to support students in need of physical education clothing	Site Discretionary	1,000
			Cost to support one section of the Opportunity/SEL program	General Fund	15,000



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>7. Students can earn Wildcat Way Rewards Cards after each grading period. In addition to receiving incentives for good academic performance, Rewards Cards recipients will be invited to a special Academic Idol Rally at the end of the school year.</p> <p>8. At the end of the first semester, an Honor Roll celebration is held in the evening. At the end of the year, two additional awards ceremonies (7th/8th) are held for students who demonstrate academic excellence and good citizenship.</p> <p>9. Students in Leadership will attend the California Association of Student Leaders (CASL/CADA) conference.</p> <p>10. An Opportunity/SEL program will be offered to support the development of social skills.</p> <p>11. Students in the Lee Opportunity/SEL program will attend at least 2 educational field trips.</p> <p>12. Students in the Opportunity Summer Program that are in need of physical education clothing will be provided with the uniform.</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>3.3 In order to provide a safe environment for students, the following supports will be added:</p> <p>1. Security cameras will be added to the school site: one facing the main parking lot, one in the multipurpose room, and one near the Wildcat in the main hallway. The hope is that increased camera coverage will help deter after hours crime.</p> <p>2. A lunchtime intervention program will be offered 2-3 times per week, staffed by a certificated teacher who can assist students in catching up on coursework.</p> <p>3. A clerk will be added to assist the assistant principal with the input/monitoring of behavior data and supervision while students are waiting to be seen by the assistant principal.</p>	8/2017 -- 6/2018		<p>Cost to cover the hours of a Clerk</p> <p>Additional security cameras</p> <p>Lunchtime intervention class (2-3 times per week)</p>	<p>Site Discretionary</p> <p>Site Discretionary</p> <p>Supplemental/Concentration</p>	<p>15,000</p> <p>3,500</p> <p>1,000</p>
<p>3.4 Restorative practices</p> <p>1. Administration, teachers, and support staff will develop additional alternative means of correction that can be implemented in lieu of (or in addition to) out-of-school suspensions.</p> <p>2. Teachers will continue training on equity in the classroom, creating a positive classroom environment, and maintaining a positive school climate. Teachers, in both smaller groups and</p>	8/2017 -- 6/2018		<p>Training in Restorative practices</p> <p>Sub costs related to restorative practices training and/or collaboration</p>	<p>Educator Effectiveness Block Grant</p> <p>General Fund</p>	<p>9,000</p> <p>5,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>as a whole staff, will look at district data (and school data) that addresses disproportionality among our subgroups.</p> <p>3. We will continue building our capacity toward implementing restorative practices school-wide. Administration and the student leadership teacher were fully trained in 2014-2015. Three additional teachers were partially trained. The plan is to complete the training of those three teachers in 2015-2016 and to begin the training of three additional teachers. Development of a peer court (one type of restorative practice) is underway. Development of a conflict mediation program (one type of restorative practice) is underway.</p>					
<p>3.5 School-wide focus on health and fitness</p> <p>1. LMS will host 2 events during the school year (Fall Run and spring Wheel-A-Thon) that encourage the entire student body to be active.</p> <p>2. LMS administration will continue to work with Food Services to improve nutrition options at lunch time.</p> <p>3. A member of LMS administration will continue to sit on the district's Health and Wellness Committee.</p> <p>4. LMS will continue to work with the</p>	8/2017 -- 6/2018	Principal and Teachers			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>non-profit organization Girls on the Run, which encourages underprivileged girls to train for and run in their first 5K.</p> <p>5. LMS will continue its afterschool sports program.</p> <p>6. LMS will begin a twice-weekly lunchtime Wildcat Walking Club, for both students and staff. Rewards/incentives will be offered for all participants when goals are reached.</p>					

## VI. Planned Improvements in Student Performance

### Goal 4: English Learners

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

<b>LEA GOAL:</b>
Improve the English proficiency and academic achievement of English Learners.
Improve the English proficiency and academic achievement of English learners.
<b>Data Used to Form this Goal:</b>
In the 2015-2016 school year, there were 110 English learners enrolled at Lee Middle School. Of those students, 35 were reclassified as fluent English speakers, leaving 75 who were not = 68% who were not reclassified. Of those students not reclassified, 8 were at CELDT Levels 1 and 2, and 67 were at CELDT Levels 3 and 4.
<b>Findings from the Analysis of this Data:</b>
More dedicated work must be done on the part of all teachers to adjust their instructional practices to meet the needs of English learners, including intentional lesson design and the teaching of academic content language.
<b>How the School will Evaluate the Progress of this Goal:</b>
Instructional walk-through visits, English learner data chats, academic conferences, RFEP monitoring meetings, team leader meetings to discuss student progress.
<b>First Interim Analysis:</b>
Data will be analyzed at the end of the first trimester, and key points that inform practice will be added in this space.
<b>Second Interim Analysis:</b>
Data will be analyzed at the end of the second trimester, and key points that inform practice will be added in this space.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<b>4.1 Newcomer Support</b>  1. All newcomer students (those having arrived to the United States and who are classified as CELDT Level 1) will take two 56-minute periods of Intensive ELD.  2. Newcomer students will have access to an ELD tutor.	8/2017 -- 6/2018	Counselors and Principal	Hourly wages for ELD tutor to provide instructional support to newcomer students	General Fund	6,000
<b>4.2 ELD Curriculum</b>  1. ELD teachers will use district-adopted instructional materials. Long-term English learners (those English learners who have not advanced beyond Level 3 on the annual CELDT test) will be enrolled in one period of AVID Excel, as a means to "fast-track" their progress in advancing in the four domains of English language acquisition (listening, speaking, reading, writing).	8/2017 -- 6/2018	EL Specialist, Teachers, Principal, and Counselors			
<b>4.3 Best Research-Based Practices and Professional Development</b>  1. All teachers will use research-based best practices, including, but not limited to: front-loading strategies, sentence starters, choral response, pair-share, formal academic discussion/discourse, and graphic organizers.  2. Teachers will attend	8/2017-- 6/2018	Teachers, Principal, EL Specialist, RTI Specialist, and Counselors	Conference, professional development, and training registration related to effective instructional practices that support the Common Core	Educator Effectiveness Block Grant	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
trainings/conferences on research-based best practices for English Language Learners and EL's with disabilities.					
<p>4.4 Data Analysis and Collaboration</p> <p>1. English teachers will analyze the results of benchmark exams, common student work samples, and curriculum-embedded assessments to determine English learners' progress toward reclassification.</p>	8/2017 -- 6/2018	ELA Teachers			
<p>4.5 Progress Monitoring</p> <p>1. The English Learner specialist will keep track of all data concerning our English learners, to ensure that all state and federal mandates concerning their progress is met.</p> <p>2. The EL Specialist will assist staff in monitoring the implementation of the district's EL Master Plan.</p> <p>3. English learner progress review meetings will be conducted at least three times per year. These meetings will be coordinated by the EL specialist, and will track the progress of English learners not being academically successful in school, as well as those reclassified students (R-FEP) whose overall progress must be tracked for the three years after any given student's reclassification date.</p>	8/2017 -- 6/2018	EL Specialist, Principal, Counselors, Teachers	Costs for substitute teachers to release LMS teachers to attend conferences	General Fund	2,000
4.6 Academic Coaching	8/2017 -- 6/2018	Principal, EL			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1. The school principal and EL specialist will receive professional development during the summer to better understand the current research on English language development. This coaching will enable them both to provide instructional coaching to other teachers regarding best practices to use with English learners. This professional development will be provided at no cost to the school site, but rather, will be paid for from district funds.		specialist			



VI. Planned Improvements in Student Performance

Goal 5: Parent Involvement

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

LEA GOAL:
Excellence for all students is supported through meaningful stakeholder engagement.
Excellence for all students is supported through meaningful stakeholder engagement.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>5.1 Parent Engagement (originally in Goal 1)</p> <p>1. Teachers will use School Loop, email, student-led conferences, and student planners as vehicles to communicate with parents regarding student assignments and progress.</p> <p>2. Lee parents will serve on the School Site Council (SSC), the English Language Advisory Committee (ELAC), the district's GATE Advisory Committee, and other bodies involved in school program planning and evaluation.</p> <p>3. Science department will host a science-themed family information night.</p>	8/2017 - 6/2018	Teachers, Principal	<p>Science Nights</p> <p>Snacks for Parent Meetings</p>	<p>General Fund</p> <p>General Fund</p>	<p>2,000</p> <p>1,000</p>
<p>5.2 Parent and Community Engagement (originally in Goal 2)</p> <p>1. Lee Middle School will partner with local businesses and community members to support school improvement efforts, including, but not limited to, our annual Career Day and our annual Project SAFE day.</p> <p>2. AVID Coordinator and AVID teachers will host an AVID Parent Night.</p> <p>3. Dual Immersion class will host a Dual Immersion Parent Night.</p>	8/2017 - 6/2018		<p>Extra duty pay for teachers in the Career Day Project and Project Safe Planning Committee</p> <p>Facilitation and planning for AVID Parent Night</p> <p>Supplies and snacks for AVID Parent Night</p> <p>Supplies and snacks for Dual Immersion Parent</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>	<p>3,000</p> <p>800</p> <p>1,000</p> <p>1,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>5.3 Parent Engagement (originally in Goal 3)</p> <p>1. Written parent communication will be provided in English and Spanish. Spanish translation will be provided for parent meetings and activities.</p> <p>2. The school website, containing information pertinent to parents , students, and staff, will be maintained and updated.</p> <p>3. Connect-Ed, the automated school phone system, will be used to inform parents of important activities and events.</p> <p>4. Parent involvement in activities such as fundraisers (e.g., For the Love of the Game 5K) and school-sponsored activities (e.g., Fall Run, field trips) builds a sense of community and allows Lee Middle School to financially provide supplemental activities for students.</p>	8/2017 - 8/2018		<p>Extra duty pay for webmaster</p> <p>Postage to mail report cards and truancy letters to improve communication with parents and encourage student success</p>	<p>General Fund</p> <p>Site Discretionary</p>	<p>1,500</p> <p>1,000</p>
<p>5.4 Parent Involvement (Originally in Goal 4)</p> <p>1. Lee Middle School parents will serve on the School Site Council (SSC), the English Learner Advisory Committee (ELAC), the district's GATE Advisory Committee, and other bodies involved in school program planning and evaluation.</p> <p>2. Written parent communication will</p>	8/2017 - 6/2018	Principal, EL Specialist			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>be provided in English and Spanish. Spanish translation will be provided for parent meetings and activities. All-call telephone notifications that are sent out from the school will also be done in both English and Spanish.</p> <p>3. Parents will be invited and encouraged to participate in the 10-week, on-campus, Parent Involvement in Quality Education (PIQE) program that is offered at no cost to them. The program goal is to build capacity in the parent community to understand the necessary steps to get their students to college. Funding for this will come from district funds.</p>					

VII. Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal A

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

VII. Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal B

SUBJECT: Centralized Services for Planned Improvements in Student Performance in

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

VII. Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal C

SUBJECT: Centralized Services for Planned Improvements in Student Performance in

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

VII. Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal D

SUBJECT: Centralized Services for Planned Improvements in Student Performance in

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount



VII. Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal E

SUBJECT: Centralized Services for Planned Improvements in Student Performance in

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

## VIII. Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
After School and Education Safety		
Supplemental/Concentration	57,573	0.00
Site Discretionary	36,662	-1,573.00
Educator Effectiveness Block Grant	60,106	0.00
Title I Part A: Parent Involvement		
General Fund	187,294	10,000.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Educator Effectiveness Block Grant	60,106.00
General Fund	177,294.00
Site Discretionary	38,235.00
Supplemental/Concentration	57,573.00

## VIII. Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: Goal 1: Improve Teaching and Learning	140,758.00
Goal 2: Goal 2: College and Career	93,250.00
Goal 3: Goal 3: Equity and Access	75,900.00
Goal 4: Goal 4: English Learners	12,000.00

## **IX. Title I: Home/School Compact**

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

### **Student Pledge:**

See LMS' Parental Involvement Policy (attached).

### **Parents Pledge:**

### **Staff Pledge:**

## X. 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:

Name of Members	Contact Number	Year Term Ends	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sandra Garcia	530-662-0251	n/a	X				
Monique Brammeier	916-213-4535	2016-2017				X	
Jessica Graves	530-662-0251	2016-2017		X			
Rebecca Klein	530-662-0251	2015-2016		X			
Seth Tosta	530-662-0251	2015-2016			X		
Christy Hutchison	916-285-4818	2016-2017				X	
<b>Numbers of members of each category:</b>			<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	

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.

## XI. Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 12/20/2016.

Attested:

Sandra Garcia

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date