



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Borel Middle School	41690396044853	6/1/2020	

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Stakeholder 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

As part of the planning process for this SPSA annual review and update, the following stakeholder groups participated in SPSA engagement meetings to provide input on causes based on data (achievement & climate results) and actions on how to effectively meet the needs of all students, including specific student subgroups (SED, EL,etc.).

- -ELAC: 3/10/2020, 5/12/2020
- -Staff & Site Leadership Team: 3/10/20, 5/2020
- -School Site Council (SSC): 5/11/2020, 6/2/2020, 9/21/2020,

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language and Literacy

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 1

Increase student achievement in language and literacy, as measured by CAASPP, Galileo, and local reading assessments, with the expected outcomes outlined in the table below.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Need additional reading and writing support for students performing below grade level. All teachers need coaching and professional development in how to support students to improve their reading and writing skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none">• 18-19 Summative Indicators (eg SBAC)• 19-20 for Leading Indicators (RI, F&P)	Expected Outcome <ul style="list-style-type: none">• 19-20 targets for Summative Indicators (eg SBAC)• 20-21 targets for Leading Indicators (RI, F&P)
SBAC ALL Students Status	22.6 points above	10 points above proficient
SBAC ALL Students Growth	1.2 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-46.7 points below	0 points above proficient
SBAC SED Students Growth	-2.1 decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	-16.6 decrease	15 points rise in average distance from proficient
SBAC SwD Growth	N/A	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	N/A	10 points above proficient
SBAC 5th Grade Students Status	N/A	10 points above proficient
SBAC 8th Grade Students Status	24 points above	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
Elementary: F&P All Students Status	N/A	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	N/A	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	N/A	80% of students make Expected Growth
Middle: RI All Students Status	N/A	65% of students meet Grade Level Benchmark
Middle: RI All Students Growth	N/A	80% of students make Expected Growth
Middle: RI "Sub-group" Growth	N/A	80% of students make Expected Growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

Teachers will engage in professional development to support student learning outcomes for 2020-2021.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students and students with disabilities (SWD), socioeconomic disadvantage (SED), and English Learners (ELs)

Teachers will participate in professional development opportunities to support instruction.	Teacher timecards hourly, materials	5800: Professional/Consulting Services And Operating Expenditures Site LCFF Supplemental A	9000.00
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Strategy & Supporting Actions 2

Strategy

The Teacher on Special Assignment (TOSA) will support students academic, behavior and social emotional needs

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students, students with disabilities (SWD), socially economically disadvantage (SED), and English Learners (EL).

The TOSA will provide academic and social-emotional support for students. Work with families and teachers to support and monitor student progress and performance (grades and behavior). The TOSA will work directly with students, teachers, and families to create support plans to improve "students of concern" grades and behavior; as well as work in conjunction with the Assistant Principal to provide additional supports. The TOSA will support teachers through coaching and modeling to implement strategies to build positive classroom communities, build positive relationships, and make connections with students. This will in turn help students to build positive relationships with each other.	1.0 FTE ToSA	Site LCFF Supplemental A	151,286
		None Specified Central Funds	
		None Specified Other	

Strategy & Supporting Actions 3

Strategy

Advancement Via Individual Determination (AVID) Writing, Inquiry, Collaboration, Organization, Reading (WICOR) strategies will continue to be implemented across subject areas to improve students study and student skills.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

Students selected for AVID course; all middle school students (SWD, SED, and EL).

An AVID site coordinator will continue to serve as a resource for site implementation; which includes arranging enrichment opportunities such as guest speakers and college field trips. Teachers will attend Professional	AVID training and professional development for five staff members	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C	33,805
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Development to learn specific writing, inquiry, collaboration, organization, and reading (WICOR) strategies to continue to implement AVID across the school.			
Two teachers will teach the AVID elective, one for 7th grade and one for 8th grade.	Teachers for AVID course .33 FTE	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	41,575
AVID Tutors to support small group inquiry and reteaching in the AVID elective class.	Tutor Costs	2000-2999: Classified Personnel Salaries District LCFF Supplemental C	14,809

Strategy & Supporting Actions 4

Strategy

Teachers will provide additional academic support for students after school 2-3 days a week

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students and SWD, SED, and EL.

Three teachers will provide subject specific targeted support for English Learners in English Language Arts, Math, Science and Social Studies at least two days a week.	teacher timercards	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	8,000
Teachers will provide structured homework support in ELA, Math, Social Studies and Science subject areas two days a week after school	teacher timecards	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	23,050

Strategy & Supporting Actions 5

Strategy

The TOSA, Assistant Principal and counselors will monitor the progress of students performing far below grade level (multiple Fs), these students will be required to participate in a series of Academic Workshops

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

Selected students in 7th and 8th grade with three or more Fs on their progress report and or quarter grades.

The goal of the Student Success workshop series is to teach students the value	The Academic Workshops are provided by an outside consultant	5800: Professional/Consulting Services And Operating Expenditures	1,080
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of a formal education so they will be inspired to achieve academic success. Instead of focusing on remedial academic work, the workshops focus on “The Three O’s”: Opportunity, Obstacles, and Overcoming. First, students learn why education is an incredible opportunity. Next, they learn about obstacles that prevent them from learning. Finally, they learn how to use strategies to overcome anything that might stop their progress and develop their own action plans to set them on a course for academic success. They share their action plans with their parents, reinforcing what they learned as well as their commitment to their education.	Food is provided for students in attendance Materials needed for workshops	Donations	
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Strategy & Supporting Actions 6

Strategy

A Reading Specialist will provide Tier 2 and Tier 3 intervention based on student Reading Inventory (RI) data.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

Students in grades 6-8 reading significantly below grade level based on RI data and long term English Learners.

Reading Specialist will pilot a reading intervention course prioritized for LTEL students outside the school day. Additionally, the Reading Specialist will provide literacy coaching support across the content areas for middle school teachers.	6th-8th Grade Reading Specialist .83 FTE	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	117,493
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Strategy & Supporting Actions 7

Strategy

The Library Media Para-educator will provide library support and access to the library in the absence of the librarian.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students, SWD, SED, and EL

The Library Middle School Assistant performs specialized library media and technology tasks, and assists students in the use of the library/media center	An additional 1.5 hours per day	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	7,482
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Strategy & Supporting Actions 8**Strategy**

Middle school teachers will analyze students' language development, language arts and reading performance data (ELPAC, CAASPP, Galileo, RI) during department meeting time to support students to read at and above grade level.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students, SWD, SED, and EL

ELA grade 6-8 teachers will administer the Reading Inventory assessment 2 to 3 times per year and analyze results to determine students that need reading supports; as well as those students reading significantly above grade level who are capable of handling more challenging text.	no additional cost to site		0
Reading specialist facilitates teams and supports individual teachers around balanced literacy instruction.	no additional cost to site, see cost above		0

Strategy & Supporting Actions 9**Strategy**

Middle School Newcomer teacher will provide specialized instruction for students new to the country in grades 6-8.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

Newcomer students

Newcomer Teacher provides instruction in three periods	.50 FTE	District Title I	60,000
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for Newcomer students in ELA and ELD. The Newcomer Teacher also provides foundational literacy support for English Learners in three periods in the afternoon.			
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 2

Increase student achievement in mathematics, as measured by CAASPP, Galileo, and local assessments, with the expected outcomes outlined in the table below.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Students need support with foundational math skills, forty one percent of incoming 6 grade students qualify for additional math support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC ALL Students Status	-9.4 points below	10 points above proficient
SBAC ALL Students Growth	-2.4 decrease	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-97.3 points below	0 points above proficient
SBAC SED Students Growth	-8.3 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	-24.5 decrease	15 points rise in average distance from proficient
SBAC SwD Growth	8.3 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	N/A	10 points above proficient
SBAC 5th Grade Students Status	N/A	10 points above proficient
SBAC 8th Grade Students Status	-10.5 points below	10 points above proficient

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

6-8th grade teachers will provide high quality math instruction to students that aligns with the CA standards and frameworks utilizing key components from our district adopted curriculum.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students not performing at grade level in mathematics.

Middle School Department Head will attend specialized professional learning through the Silicon Valley Math Initiative and engage math department in new learning	No additional cost to site	5800: Professional/Consulting Services And Operating Expenditures District LCFF Supplemental C	
Teachers will administer, score and analyze assessments to inform instruction.	No additional cost to site		
General and Special Education teachers will sign up and attend district Professional Learning opportunities.	No additional cost to site		

Strategy & Supporting Actions 2

Strategy

Teachers will provide support for middle school students struggling in mathematics as identified by multiple measures

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

Students who are not performing at grade level in mathematics.

Math teachers will provide additional support for identified 6th and 7th grade students through the math foundations course	.50 FTE Math Foundation Teachers	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	71,884
Math Support: In collaboration with another middle school, resources will be combined to provide additional math support to	.50 FTE Math Teacher	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	63,887

students in small groups via a push-in model a few days a week.			
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Strategy & Supporting Actions 3

Strategy

Teachers will provide support with math and other subject areas through after school homework support .

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students, SED, SWD, and EL that need academic support in math

Twice per week after school, teachers will provide homework and additional math support for referred students.	See AVID costs in Goal 1		
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Strategy & Supporting Actions 4

Strategy

AVID program including AVID elective for 7th and 8th grade students to improve academic and study skills in preparation for high school; providing effective AVID instructional strategies in math and across the content areas for all middle school students.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

Students selected for AVID course; all middle school students

AVID elective teacher and math teachers will utilize AVID strategies to support students in math.	See AVID costs in Goal 1		
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Wellness

LEA/LCAP Goal

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

Goal 3

Students will experience high levels of school engagement and positive social emotional relationships with students and adults.

Identified Need

According to the California Healthy Kids Survey (CHKS), students need social, emotional and behavior support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS CA Dashboard	<p>2020 CHKS Data:</p> <ul style="list-style-type: none">• Caring adult relationships: 59% of 7th-grade students answered very much or pretty much true to this statement: At my school, there is a teacher or some other adult.• School connectedness: 52% of 7th-grade students answered very much or pretty much true to this statement: I feel close to people at this school.• Perceived Safety: 52% reported feeling safe or very safe at school	Improve the percentage of students that feel safe and connected to the school.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

Staff will continue to implement Restorative Practices to support the social, emotional, and behavioral wellness for students.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

The implementation of restorative practices promote equitable discipline practices, foster positive relationships between staff and students, and promote a connected and positive school community. The implementation of community circles as a school-wide structure validates student voice and serves as a climate monitoring tool.	Release time for on-site restorative practice trainer to coach teachers and model restorative practices.	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	3,000
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Strategy & Supporting Actions 2

Strategy

The Youth Service Bureau counselor will provide four days of additional individual and group counselor services and the Counseling Team will provide support and education to students, staff and families.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

The YSB counselor will engage in counseling services and run various groups that focus on anxiety, social skills/peer relations, and "Girls United." Girls United, works to empower young women when dealing with pressures such as alcohol/drugs, abuse, peer pressure, gang involvement, academic issues, family, friendship/relationship challenges, and self-esteem.	YSB will provide three days of counseling services per week and/or social emotional support for identified students.	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental A	29,972
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Strategy & Supporting Actions 3

Strategy

The office team (principal, AP, counselors, TOSA, special education teacher, YSB, school psychologist, and School Resource Officer) will hold weekly CARE Team meetings to address the behavior and academic needs of students

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

Students referred by staff (teachers, counselor, AP, etc.) to CARE Team.

The CARE team meets once a week to review referrals submitted by staff and create an action plan of support for students based on identified area(s) of need. The plan is a multi-pronged approach in many cases and is monitored on a regular basis for effectiveness to determine additional resources (Tier 2 & 3) that are needed for the student and/or family.	No additional costs to the site.		
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Strategy & Supporting Actions 4

Strategy

Character education and development

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

Each year, the staff selects a theme as a lens to connect the community, reference when teaching character traits, and when developing a sense of community in and outside the classroom. This year's theme is "What your biggest dream in life?" This theme will be used to kick off the year with our students at the Welcome Back Assembly, during community circles, and when teachers are doing climate work.	No additional costs to the site.		
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In addition, learner and character traits are referenced throughout the year and connected to lessons; such as thinker, caring, inquirer, open-minded, principled, balanced, knowledgeable, reflective, courageous, and communicator.			
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Strategy & Supporting Actions 5

Strategy

The Teacher on Special Assignment (TOSA) will provide social emotional support for students by co-creating weekly SEL lessons for teachers to teach during homeroom.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All

TOSA of Student Support Services to support social, emotional, and behavioral wellness of students	TOSA of School Climate 1.0 FTE - See Goal 1		
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Strategy & Supporting Actions 6

Strategy

We will engage parents and families on the issues relevant to social, emotional and mental health.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

Parent Education to inform parents on issues related to social, emotional, and behavioral wellness of students.	No additional cost to site		
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Family Engagement

LEA/LCAP Goal

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

Goal 4

Strengthen school home communications; integrate family assets into school services; and engage families to deepen their support for their children's academic and social emotional growth in alignment with the school.

Identified Need

All stakeholder groups work to create an inclusive and supportive school community for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none">-PTA & ELAC Virtual Participation-Parent responses from Ca Healthy Kids Survey-The number of parents actively monitoring school communications via weekly Bobcat Blast and School Messenger-Attendance (virtual) at parent education workshops	<p>76.9% have volunteered in an activity (PTA, fundraising, committee, promotion activities, sports, drama, music, cultural fair)</p> <p>15-20 parents attend ELAC meetings on a consistent basis</p> <p>Parent Ed. night attendance fluctuates dramatically depending on topic 20-150 parents</p> <p>Parents receive school communications via:</p> <ul style="list-style-type: none">- 92.5 % of families receive email communication through School Messenger-1405 email addresses are registered to receive the weekly	<p>Increase the percentage of parents accessing school communications through one of our communication tools to 75% or more</p> <p>Increase the parent participation at parent education nights to over 50 parents, and ELAC meetings to more than 20 parents.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	newsletter (Bobcat Blast)	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

The PTA in collaboration with principal will host a series of Parent Education Workshops.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students and families

<p>During the school year, there will be Parent Education workshop opportunities for parents covering a variety of topics (digital citizenship, study skills, anxiety, etc.). All parent engagement events will have a Spanish interpreter.</p> <p>1. The Borel Counseling Team will host a parent education meeting to bring awareness to social-emotional challenges students are grappling with during Full-time Distance Learning and provide families with resources to better support their students.</p> <p>2. The One Love Organization will partner with the Borel staff and PTA leadership to host a parent education series. One Love educates young people about the importance of relationship health, empowering them to identify and avoid abuse and learn how to love better. For the first workshop, participants will be able to spot unhealthy relationship behaviors using</p>	Program costs	5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA)	1,700
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knowledge of the 10 Signs and feel better equipped to start relationship conversations with the people in your life.			
For parent meetings such as education nights and ELAC, it's important to provide translation services.	Translation services	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	500

Strategy & Supporting Actions 2

Strategy

The Para-Educator Bilingual will provide an additional four hours per week of translation and support services for our language learner students and families.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

English Learner students and families

The Para-educator Bilingual bridges the communication gap between home and school, by improving lines of communication and facilitating open communication between staff and parents. Parents are able to leave messages in Spanish, both oral and written and know that the information will be communicated and staff are able to access the Para-educator Bilingual staff to communicate academic, behavior, and school related activity information to our Spanish speaking families.	Paraeducator - bilingual	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	20,000
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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
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Kenyetta Cook	Principal
Jennifer Brillhart	Classroom Teacher
Mandi PrevotEAU	Classroom Teacher
Staci Stoveland	Classroom Teacher
Katherine Russell	Other School Staff
Krissy Mourtou	Parent or Community Member
Suzanne Kennedy	Parent or Community Member
Jason Brockmeyer	Parent or Community Member
Camille Childress	Secondary Student
Makena Truong	Secondary Student
Cade Mourtou	Secondary Student

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

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 6-2-2020.

Attested:



Principal, Kenyetta Cook on 6-2-20



SSC Chairperson, Jennifer Brillhart on 6-2-20