

SPSA Year  2017-18  2018-19  2019-20

# Single Plan for Student Achievement (SPSA) Template

[LCFF Accountability Dashboard \(MUSD\)](#) Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links are also provided within the template.

[Appendix B: Guiding Questions:](#) Use as prompts (not limits) - pg. 21

[State Indicators](#)

[Joseph Weller's Dashboard Reports](#) - Spring 2017

[Joseph Weller's Five by Five Placement Reports](#) - Spring 2017

School Name Joseph Weller Elementary School

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## [2017- 2020 Plan Summary](#)

## School's Story

Briefly describe the students and community and how the school serves them.

Joseph Weller Elementary School, a California Distinguished School, serves a diverse group of students where every student strives to be self-directed and successful citizens. At Weller Elementary School, we serve about 480 students in Preschool - 6th grade. Our student population is made up of many ethnicities with the majority of our students identifying with Asian (64%), Hispanic (25%), White (6%), African American (3%), American Indian (1%), and about (2%) who reported to have two or more races. In addition, 34% of our students are English Language Learners (ELL), 46% are socioeconomically disadvantaged and receive free or reduced priced meals under the Federal School Lunch Program and 16% of our student population is identified as Special Education. Our ELL students speak many different languages, including Spanish, Vietnamese, Mandarin, Arabic, Tagalog, and Punjabi.

Joseph Weller's leadership team includes one Principal and one full-time Assistant Principal. Our diverse teaching staff includes 23 Teachers - 17 TK (transitional kindergarten) - 6th grade General Education teachers; 4 Special Education teachers, including two Special Education Preschool teachers). In addition, Weller has one 4th-6th grade science teacher, one K-6 Resource Teacher, and one coach who provides part time instructional support and part time SEAL - Sobrato Early Academic Language ([SEAL](#)) support. Weller's specialist support staff include the following: a part-time psychologist, a part-time counselor, and one full time speech and language pathologist and one part time speech and language pathologist. Our staff is supported by 25 paraprofessional staff members who help in our classrooms, as teacher's aides, in our office, as our custodians, and as our intervention teachers.

### SCHOOL VISION:

Weller Mustangs are motivated, innovative, and collaborative students who are determined to persevere and become self directed and successful citizens.

### SCHOOL MISSION:

At Weller Elementary School, we cultivate a rich learning environment that honors all students' unique gifts and talents and we tailor to their individual needs.

The Weller community prides themselves in attending the oldest school in Milpitas, a suburban city with a population of approximately 74,000 people. Our school community is composed of many single-family residences as well as several large apartment complexes. A high percentage of these homes are low-income families of single parents and working parents where grandparents take the responsibility for raising the grandchildren.



Creating a learning environment that honors all students' uniqueness and tailored to their individual needs became the forefront of a transformation in our teaching and learning pedagogy. With the rich diversity that makes up the fabric of our school, Weller staff restructured its teaching and learning model to combine traditional teaching and virtual learning to help meet the diverse needs of all students. In August 2012, Weller Elementary School opened its doors to a new generation of active learning in a student centered learning environment. The incorporation of a learning lab rotation model for our K-6 grade students allowed for small group, teacher directed instruction, student collaboration, and individualized, online learning.

Since 2012, the fixed Learning Lab rotation model evolved. To allow more flexibility of space and time, station rotations has since become more prevalent in our K-6 classrooms. In 2015, Weller's sixth grade teachers took blended learning to a higher instructional level with personalized learning. As part of customizing their learning, students set goals for themselves addressing areas of academic and/or social needs; then plan and execute their objectives through an online platform. The incorporation of "voice and choice" and student agency are empowering students to navigate their own study path, to rely on their peers and themselves, and further develop their essential life skills as self-directed learners.

Today, the Weller staff and administration continue to work to close our opportunity gap by providing multiple pathways that enable every student to succeed. With individual academic performance data readily available to our students, our scholars learn to self regulate and teachers help motivate our students to recognize and manage their own progress and growth.

To enhance literacy, Weller began incorporating the Sobrato Early Academic Language ([SEAL](#)) program into our primary grades (Preschool - 3rd grade) where students in Special Education and General Education classrooms can be seen and heard practicing

their oral language skills through chants, songs, and conversations and in writing.

[Weller statistics and charts](#)

## **SPSA HIGHLIGHTS**

Identify and briefly summarize the key features of this year's SPSA.

To help close the achievement gaps among our students, Weller provides the following programs and/or interventions for our students that in turn give us the greatest impact on student learning.

- Weller provides students with tiered interventions during the day and afterschool for both our Tier 2 and Tier 3 students, who are selected based on i-Ready benchmark performance and/or teacher recommendation. The incorporation of RTI (Response to Intervention) and PLC (Professional Learning Communities) in our daily schedule has contributed to the success of our students.
  - The weekly PLC time and SEAL Planning time, enables teachers to meet in grade-level teams with our instructional coach where they discuss strategies, analyze, interpret, and create a plan of action to address the learning needs of their individual students as well as students they share.
  - The weekly meetings have empowered our teachers to become proactive by consistently monitoring student learning and taking immediate actions toward steps necessary to guide student learning.
- After school intervention and support included students assigned to Scholastic Read 180 for students who need additional support with reading; [PLP](#) (Personalized Learning Platform from Summit Public Schools) sessions, where 5th and 6th grade students are able to complete their focus areas and/or take content assessments; MHS (Milpitas High School) tutoring, where MHS students provided after school homework help for more than 20 of our students one a week
- In addition, Weller’s SST (Student Success Team), coordinated by our instructional coach has had an impact on addressing student learning gaps by developing action plans to support their individual needs.

To help balance our teaching and learning, the staff members started year one training in The Leader in Me program. [The Leader in Me](#) is Franklin Covey’s school-wide process for teaching teachers and students 21st century leadership and life skills in order to create a culture of student empowerment based on the idea that every student can be a leader.

While working closely with our stakeholders - parents, teachers, students, and community members - three goals, inclusive of all the eight state priorities, have been identified for focus within the next three years in order to close the achievement gap and improve outcomes for all of our students. Our goals are aligned with the MUSD district’s goals and priorities.

<b>Goal</b>		
#1	Academic Performance	Weller Elementary will produce high quality, common core aligned, instruction in order to show growth toward mastery of CCSS standards in Math and ELA  Actions/Services: Pg.

#2	School and Family Support	Weller parents, teachers and students work together to support each other and to increase parent engagement  Actions/Services: Pg.
#3	Close the Achievement Gap for identified Student Groups	Weller staff will align resources to support the needs of all students  Actions/Services: Pg.

## REVIEW OF PERFORMANCE

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

## GREATEST PROGRESS

Joseph Weller Elementary (Milpitas, CA) Milpitas Unified  
**Suspension (Elementary School) - Student Group Five-by-Five Placement**  
 Reporting Year: Spring 2017

LEVEL	Increased Significantly by greater than 2.0%	Increased by 0.3% to 2.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 1.0%	Declined Significantly by 1.0% or greater
Very Low 0.5% or less	Gray (N/A)	Green (None)	Blue <ul style="list-style-type: none"> <li>All Students (School Placement)</li> <li>English Learners</li> <li>Socioeconomically Disadvantaged</li> <li>Students with Disabilities</li> <li>Asian</li> <li>Filipino</li> <li>Hispanic or Latino</li> </ul>	Blue (None)	Blue (None)
Low greater than 0.5% to 1.0%	Gray (N/A)	Yellow (None)	Green (None)	Green (None)	Blue (None)
Medium greater than 1.0% to 3.0%	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
High greater than 3.0% to 6.0%	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very High greater than 6.0%	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Weller Elementary has been successful in creating a safe learning environment by empowering and engaging all students to take ownership for the individual choices they make. Weller’s Suspension rate was Very Low. The combined training Weller staff received in [PBIS](#) (Positive Behavior and Intervention Supports) and [The Leader in Me](#), have empowered the staff to help promote a learning environment where students feel safe and where students contribute to a school wide matrix that outlines expected behaviors in the playground, hallway, library, cafeteria, or office. In addition, when dealing with student behavior, the staff takes the time to address Tier 1, Tier 2, and Tier 3 behaviors through mentoring, coaching students to self manage and self regulate, and with restorative justice practices.

Weller plans to build upon the success through Year 2 of Leader in Me training where both staff and students will be actively involved in Launching Leadership and Creating Culture as we continue to be a Leader In Me school.

Joseph Weller Elementary (Milpitas, CA) Milpitas Unified  
**Mathematics (Grades 3-8) - Student Group Five-by-Five Placement**

Reporting Year: Spring 2017

LEVEL	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or increased by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue • Asian
High 5 points below to less than 35 points above	Orange (None)	Yellow (None)	Green (None)	Green • All Students (School Placement) • English Learners	Blue • Socioeconomically Disadvantaged • Filipino
Medium More than 5 points below to 25 points below	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green • Hispanic or Latino
Low More than 25 points below to 95 points below	Red (None)	Orange (None)	Yellow (None)	Yellow (None)	Yellow (None)
Very Low More than 95 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Per the 2016 CAASPP (California Assessment of Student Performance and Progress) results, Weller Elementary showed the greatest progress in MATH.

- Our Asian student group had a VERY HIGH (status level) and their (change ) INCREASED SIGNIFICANTLY by 15 points or more - giving them a blue placement..
- Our Socioeconomically Disadvantaged and Filipino students had a HIGH (status) and their (change) also increased significantly - giving them a blue placement.

Weller plans to build upon this success by continuing to provide rigorous common core aligned instruction and using PLCs to analyze any gaps in the mathematical domains and use cycles of inquiry for continuous improvement.

Referring to the LCFF Accountability Dashboard, identify any **state indicator** or **local performance** indicator for which overall performance was in the “Red” or “Orange” or “Yellow” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined **need significant improvement** based on review of local performance indicators or **other local indicators**. What **steps** is the school planning to take **to address** these **areas with the greatest need** for improvement?

**Joseph Weller Elementary (Milpitas, CA) Milpitas Unified**  
 English Learner Progress - Student Group Five-by-Five Placement  
 Reporting Year: Spring 2017

LEVEL	Declined Significantly by greater than 10.0%	Declined by 1.5% to 10.0%	Maintained Declined or Increased by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or greater
Very High 85.0% or greater	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 75.0% to less than 85.0%	Orange (None)	Yellow (None)	Green (None)	Green English Learners	Blue (None)
Medium 67.0% to less than 75.0%	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low 60.0% to less than 67.0%	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very Low less than 60.0%	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

**GREATEST  
NEEDS**

The English Language Learners at Weller are showing the greatest needs per the 2016 CAASPP results. Their placement is green - HIGH with an INCREASE by 1.5% to less to 10%. Our teachers have taken a deeper look at our English Language Learners (ELL) and will provide support for students through SEAL (Sobrato Early Academic Language) for primary students and with Integrated ELD (English Language Development) support. Our bilingual paraprofessional has been supporting our Emerging students with Designated ELD support. We will invest in staff training and professional development for our teachers to:

- better understand where are ELLs are performing and identify their gaps - in reading, or writing, or listening,

or speaking

- understand who our Long-term ELLs are and what supports do they need
- how to help our bilingual paraprofessional best support our teachers and students
- analyze the successes of our students who were reclassified
- how to support our students to be multilingual
- celebrate our ELLs successes

Referring to the LCFF Accountability Dashboard, identify any state indicator for which performance for any student group was **two or more** performance levels **below** the “**all student**” performance. What **steps** is the school planning to take **to address these performance gaps**?

Joseph Weller Elementary (Milpitas, CA) Milpitas Unified  
**English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement**  
 Reporting Year: Spring 2017

**PERFORMANCE GAPS**

LEVEL	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Very High 45 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 10 points above to less than 45 points above	Orange (None)	Yellow • All Students (School Placement) • Asian	Green • English Learners	Green • Filipino	Blue (None)
Medium 5 points below to less than 10 points above	Orange (None)	Orange (None)	Yellow • Hispanic or Latino	Green (None)	Green (None)
Low More than 5 points below to 70 points below	Red (None)	Orange • Socioeconomically Disadvantaged	Yellow (None)	Yellow (None)	Yellow (None)
Very Low More than 70 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Weller’s performance gap, based on 2016 CAASPP results, are for the Socioeconomically Disadvantaged students who are showing a placement in orange for English Language Arts. The status level is LOW and the change DECLINED and they are two levels below all students.

At Weller, our socioeconomically disadvantaged students receive [RTI \(Response to Intervention\) instruction](#) during the school day and small group instruction for our Tier 3 primary students to help close the achievement gaps. Currently, Weller uses RTI and intervention instruction to support students in Language Arts.

For the 2017-2018, we will need to take a deeper look at the performance of our Socioeconomically Disadvantaged

students, like we've done with other student groups. Through PLCs, we need to understand their academic and their socioemotional gaps and how to best meet their needs.

### **INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

1. With guidance from our Instructional Coach, the weekly PLCs will be used to monitor our focus students' progress.
  - a. Take proactive measure to address student learning needs. Address the school-wide learning gaps in vocabulary and comprehension.
2. Assistant Principal will monitor student discipline.
  - a. Site admins will engage parents of at risks students in dialogues and create action plans to support the student to ensure the student is in class learning.
3. During monthly PD (professional development) sessions, teachers will rotate sharing best teaching practices that support our focus student groups.

# BUDGET OVERVIEW

## DESCRIPTION

## AMOUNT

Total Budget Expenditures for SPSA Year **2016-17**

\$ 281,205

Total Funds expended for Planned Actions/Services to Meet the Goals for SPSA Year **2016-17**

\$ 237,214

Briefly describe any differences between budgeted and expended resources.

Expenses for the following items will take place before the end of the school year:

Weller teachers will be attending SEAL training and the site will be paying for the cost of the substitute teachers.

Weller is a Leader In Me school and we will need to expend the costs for the outside coach.

Weller's Kindergarten teachers will be presenting a summer Jump Start program for our incoming kindergarten students.

## DESCRIPTION

## AMOUNT

Total Supplemental and Concentration Funds for SPSA year

\$ 173,874

Percentage of SPSA Budget that is Supplemental or Concentration Funds

67%

Briefly describe how services for disadvantaged students (low socioeconomic, English learners, or foster/homeless) have been improved at least the percentage above. For school wide programs, indicate how they are the best way to serve disadvantaged students.

Weller's supplemental funds are used to cover salary and benefits for our instructional coach, classified staff members who support RTI and interventions, and some classroom supplies.

## Budget Summary

DESCRIPTION	Block Grant	Supplemental	Title I	Other: Grants/Donations	TOTAL
<b>Allocation:</b>	33,323.00	173,874.00	51,123.00	0.00	\$258,320.00
<b>Expenses:</b>					
<b>Object 1XXX : Certificated Salary</b>					
Teacher Salary - SEAL Subs		15,000	17,000		
Teacher Salary - TOSA		20,129	20,129		
Certificated Stipend					
Substitute Teacher					
<b>Sub-Total</b>		<b>35,129</b>	<b>37,129</b>	<b>-</b>	<b>-</b>
<b>Object 2XXX: Classified Salary</b>					
Classified Clerical Salary		20,700			
Instructional Assistant	26,000	31,000			
<b>Sub-Total</b>	<b>26,000</b>	<b>51,700</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Object 3XXX: Benefits</b>					
CE Statutory Benefit		6,021	6,021		
CL Statutory Benefit	7,000	13,400			
Health and Welfare		6,618			
<b>Sub-Total</b>	<b>7,000</b>	<b>26,039</b>	<b>6,021</b>	<b>-</b>	<b>-</b>
<b>Object 4XXX: Supplies</b>					
Office Material and Supplies					

Computer Subscriptions		20,000			
Non-Capitalized Equipment					
<b>Sub-Total</b>	<b>0-</b>	<b>20,000-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Object 5XXX: Operational					
Conference					-
Parent Engagement			1,000		
Bus and Field-trips					-
Other Professional Services - Leader in Me		7,500			-
<b>Sub-Total</b>	<b>0-</b>	<b>7,500-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Indirect Costs			2,318		
<b>Total Expenses</b>	<b>33,000</b>	<b>140,368</b>	<b>46,478</b>	<b>-</b>	<b>-</b>
<b>BALANCE</b>	<b>33,000</b>	<b>140,368</b>	<b>46,478</b>		<b>219,846</b>

# Stakeholder Engagement

SPSA Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

<u>With Whom?</u>	<u>How?</u>
School Site Council Meetings	Monthly SSC meetings
Instructional Leadership Team	Monthly ILT meetings
Teachers	Monthly Staff meetings
Parents	Monthly Principal Coffee Chats
	Monthly PTA meetings

## IMPACT ON SPSA AND ANNUAL UPDATE

How did these consultations impact the SPSA for the upcoming year?

School site council members and teachers determined our site needs toward student improvement; effectiveness of programs were discussed and “sticker dot” votes determined how we would prioritize our interventions and spending for 2017-2018.

[SSC Agenda - April 18, 2017](#)

[SSC Agenda - May 2, 2017](#)

March 13th - ILT analyzed and compared [i-Ready D1 vs. D3 Reading and Math Data](#) and determined the following [learning gaps in vocabulary and in comprehension](#) across most of the grade levels.

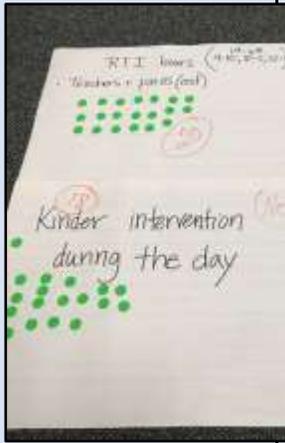
May 4, 2017 - Staff Meeting to Discuss effectiveness of programs and to prioritize programs to support the needs of our students that align to our site goals. The teachers voted with dots.

The TOP 3 priorities are:

1. **CONTINUE** RTI interventions (financial impact is cost of paraprofessional support for 5 days/week)
2. **START** Kindergarten interventions during the day
3. **CONTINUE** to provide Behavior Support and Intervention for Weller students

Others:

1. **STOP** Music for Minors - Cost of \$20K/year can not be supported by the 2017 budget due to reduction in funds and the music program does not align with our top three goals.



# Goals, Actions, & Services

New

Modified

Unchanged

## Goal 1

### MUSD:

All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career and close the achievement gap.

### Weller:

All Weller students will receive effective standards-based instruction, curriculum and assessments (CCSS and NGSS aligned) by highly qualified teachers in a safe environment in order to be fully prepared for college and career in order to close the achievement gap.

### State and/or Local Priorities Addressed by this goal:

STATE 1 2 4 7 8

LOCAL \_\_\_\_\_

### Identified Need

Per the metrics listed for CAASPP (California Assessment of Student Performance and Progress), 47% - 74% of Weller's 3rd - 6th grade students demonstrated they met or exceeded the standards in ELA (English and Language Arts) and 60% - 68% in Math. Per the district's i-Ready benchmark assessment, 24% - 51% of Kindergartners - 6th graders demonstrated at or above grade level performance in Reading/ELA and 15% - 39% in Math. The need is to close the gap while raising the achievement level for all students --- Focus on the metrics for the state priority areas for this goal).

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES 5-7% constant Growth Each to Close the Achievement Gap

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA (standard met or exceeded) - May 2016	3rd grade - 47% 4th grade - 59% 5th grade - 51% 6th grade - 74%	3rd grade - 52% 4th grade - 64% 5th grade - 56% 6th grade - 79%	3rd grade - 58% 4th grade - 70% 5th grade - 62% 6th grade - 79%	3rd grade - 67% 4th grade - 77% 5th grade - 69% 6th grade - 84%
CAASPP MATH - May 2016	3rd grade - 62% 4th grade - 61% 5th grade - 60% 6th grade - 68%	3rd grade - 67% 4th grade - 66% 5th grade - 65% 6th grade - 71%	3rd grade - 73% 4th grade - 72% 5th grade - 71% 6th grade - 75%	3rd grade - 80% 4th grade - 79% 5th grade - 77% 6th grade - 68%

i-Ready D3 Reading (at or above grade level) - Feb 2017	K - 30% 1st - 48% 2nd - 28% 3rd - 51% 4th - 24% 5th - 26% 6th - 36%	K - 35% 1st - 53% 2nd - 33% 3rd - 56% 4th - 29% 5th - 31% 6th - 41%	K - 41% 1st - 59% 2nd - 39% 3rd - 61% 4th - 34% 5th - 37% 6th - 47%	K - 47% 1st - 66% 2nd - 46% 3rd - 68% 4th - 41% 5th - 44% 6th - 54%
i-Ready D3 Math (at or above grade level) - Feb 2017	K - 28% 1st - 23% 2nd - 17% 3rd - 39% 4th - 19% 5th - 17% 6th - 15%	K - 33% 1st - 28% 2nd - 22% 3rd - 44% 4th - 24% 5th - 22% 6th - 20%	K - 39% 1st - 34% 2nd - 28% 3rd - 50% 4th - 30% 5th - 28% 6th - 26%	K - 46% 1st - 40% 2nd - 35% 3rd - 57% 4th - 37% 5th - 36% 6th - 33%

Goal **1** Action **1**

**Multi-Tiered System of Supports Description:** Continue to provide all students with common-core aligned instruction; teacher-student goal setting conferences and assessment feedback to address any gaps in reading and in math.

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

<b>Actions/Services</b>	<b>PLANNED</b> Teachers meet with students quarterly for teacher-student conferences and goal setting. Teachers meet weekly in PLCs with support from Admin and Instructional Coach to review/discuss student work and assessments On-site monthly staff PD to analyze and address areas of concern. Review CAASPP data in Fall 2017 and discuss next steps/action plans to guide instruction. Review and discuss quarterly i-Ready data in Fall 2017 - Spring 2018	<b>ACTUAL</b>
	<b>BUDGETED</b> <b>\$55,000</b>	<b>ESTIMATED ACTUAL</b>
<b>Expenditures</b>		

ANTICIPATED MODIFICATIONS TO ACTION ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Weller teachers have weekly grade-level PLCs (Professional Learning Communities)		

that are facilitated by the Instructional Coach. The teams will review student data from i-Ready, student work, and share best practices to help students close the achievement gap and make progress toward meeting or exceeding the grade level standards. Weller K-6th grade students will use i-Ready for district benchmark assessments and personalized learning instruction for Math and ELA

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$0 - Instructional Coach Included in \$ above	Amount		Amount	
Source	50% - Supplemental 50% - Title 1	Source		Source	
Budget Reference	709100 and 301000	Budget Reference		Budget Reference	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$5,000 - i-Ready	Amount		Amount	
Source	Computer - Supplemental	Source		Source	
Budget	709100 - 4XXX	Budget		Budget	

Reference



Reference



Reference



Goal **1** Action **2**

**Multi-Tiered System of Supports Description:** On-going support with understanding, teaching, and assessing the CCSS (examples Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)

<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

<b>Actions/Services</b>	<b>PLANNED</b> Professional Development by Instructional Coach and/or Admin Team. Site level professional development activities that focus on breaking down the common core standards; teachers create and use common formative assessments for Math and ELA	<b>ACTUAL</b>
	<b>BUDGETED</b> \$0 - already included in Goal 1 Action 1	<b>ESTIMATED ACTUAL</b>
<b>Expenditures</b>		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
The Instructional Coach/ Admin will meet with teachers during weekly grade level PLCs to create and administer common formative assessments to better understand learning gaps in the common core standards. Information will be used to plan and guide instruction		

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BUDGETED EXPENDITURES:

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$0 - Included in \$ above	Amount		Amount	
Source	50% - Supplemental 50% - Title 1	Source		Source	
Budget Reference	709100 and 301000	Budget Reference		Budget Reference	

Goal **1** Action **3**

**Multi-Tiered System of Supports Description:** RTI (Response to Intervention) support with small group or grade-level interventions to support Tier 2 and Tier 3 instruction

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: 1st -6th

Actions/Services	<b>PLANNED</b> Continue RTI (Response to Intervention) intervention support during the school day from classroom teachers, instructional coach, and paraprofessionals	<b>ACTUAL</b>
	<b>BUDGETED</b> <b>\$ 40,000 for intervention paraprofessionals</b> <b>\$0 for Instructional Coach - already budgeted in Goal 1 Action 1</b>	<b>ESTIMATED ACTUAL</b>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
At Weller, 3rd grade - 6th graders participate in RTI hour where students switch classes daily for one hour and receive instruction on “what they need” to help address any learning gaps that were identified during grade level PLCs. Each teacher teaches a group of students in a specified subject at their levels in reading and writing. In 1st - 2nd grade, the teachers teach small		

groups of students in math, reading and writing, while some students are pulled out for reading intervention with an intervention paraprofessional. This happens for one hour each day.

1st-3rd grade teachers have a Tier 3 intervention to work specifically with small groups of students who are performing in the Tier 3 range per i-Ready diagnostics in order to receive more intense instruction. This happens one day a week.

In the Fall, Weller will be expanding the RTI support for our kindergarten students where they will rotate to a different class to receive “what they need” instruction in skill gaps that the teachers outlined during the weekly PLCs. We will hire a paraprofessional to provide initial support will be for 1 hour per day.

BUDGETED EXPENDITURES:

**2017-18**

Amount	\$40,000
Source	Supplemental
Budget Reference	2110

**2018-19**

Amount	
Source	
Budget Reference	

**2019-20**

Amount	
Source	
Budget Reference	

Goal **1** Action **4**

On-going support and feedback to teachers on curriculum, instruction, engagement, and classroom management

<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<b>PLANNED</b> Principal, Assistant Principal, and Instructional conduct weekly Instructional Rounds. We need to observe the effectiveness of teaching and learning.	<b>ACTUAL</b>
	<b>BUDGETED</b> <b>\$0 for Instructional Coach - already budgeted in Goal 1 Action 1</b>	<b>ESTIMATED ACTUAL</b>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	
Admin Team and Instructional Coach will conduct weekly instructional rounds/walkthroughs to observe instruction, learning, and classroom management, and student behavior in order to provide feedback to the teachers. Feedback will be provided online and Admin Team will generate a dialogue with teachers about our observations and wonderings as well as PD needs.		

# Goals, Actions, & Services

New

Modified

Unchanged

## Goal 2

**MUSD:**

MUSD staff will successfully address the social emotional needs of our students through intervention, service and support

**Weller:**

Weller staff will successfully address the social emotional needs of our students through interventions, service and support.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 3 5 6

LOCAL \_\_\_\_\_

[Identified Need](#)

Weller staff and students will receive training in The Leader in Me strategies that will focus on positive behavior and supports of Tier 1, Tier 2, and Tier 3 behaviors. We need our students to be in class learning. When our students are not in class due to discipline concerns, then they are missing out on instruction. We also need to reduce the number of discipline incidents each year.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Discipline data	Number of incidents			
<a href="#">2016-2017 Discipline Data</a>	74 - hitting/pushing	37	18	5
	21 - name calling	10	10	5
	43 - peer conflict	21	10	10

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

**EXPECTED**

**ACTUAL**

Weller will continue to monitor and track student discipline behavior. We are in the process of updating think and reflection sheets that are aligned to our core values and student expectations of Be Respectful, Be Responsible, and Be Safe throughout the school.

Goal **2** Action **1**

All staff members will participate in two days of professional development training from The Leader In Me consultant to support students with positive behavior and supports and to give the staff and students strategies to help with social emotional concerns. The foundational strategies are derived from the 7 Habits of Highly Successful People by Stephen Covey.

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<b>PLANNED</b> Day one of The Leader in Me full-day training will be before school starts on August 15th. Day two training will be on October 1st. Students will be trained by their classroom teachers.	<b>ACTUAL</b>
	<b>BUDGETED</b> <b>\$7,500</b>	<b>ESTIMATED ACTUAL</b>
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>The staff members will receive two days of onsite PD from a <a href="#">Leader in Me</a> consultant plus coaching sessions, when needed. Weller will also receive a one year license subscription to the Leader in Me online resources that include lessons and videos on the 7 Habits. The videos can also be used for mini staff PD and for parent education. The students will learn the Leader in Me strategies in class 2-3 days per week. The Assistant Principal will keep track of the discipline data.</p> <p>The Principal had the opportunity to visit two Leader in Me schools in San Jose and in Sunnyvale and was impressed by the way the students welcomed the adult visitors to their school and into their classrooms.</p>		

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BUDGETED EXPENDITURES:

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$7,500	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	5000	Budget Reference		Budget Reference	

Goal **2** Action **2**

Host Parent Nights to share The Leader In Me strategies with parents and share the strategies with parents at monthly Principal Coffee Chats.

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<b>PLANNED</b> Support students and parents with social and emotional strategies ; Home to School Connection	<b>ACTUAL</b>
	<b>BUDGETED</b> <b>\$1,000</b>	<b>ESTIMATED ACTUAL</b>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Weller will receive Year 2 training of The Leader in Me strategies. During Year 2, it is recommended that Leader in Me Schools host parent engagement events so that the parents know the strategies the students will be using.  The Principal and Assistant Principal will have 1-2 <u>Leader In Me Parent Nights</u> and the Principal will also share Leader in me strategies and update with the parents during the monthly Principal Coffee Chats. We need parents to reinforce the leadership		

skills taught in school.

**BUDGETED EXPENDITURES:**

2017-18	2018-19	2019-20
Amount: \$1,000	Amount:	Amount:
Source: Title 1	Source:	Source:
Budget Reference: 301000 -5XXX Parent Engagement	Budget Reference:	Budget Reference:

Goal **2** Action **3**

**Multi-Tiered System of Supports Description:** Mindfulness sessions for students, staff members, and parents

Students to be Served

All District   
 All School   
 Students with Disabilities   
 [Specific Student Group(s)] \_\_\_\_\_

English Learners   
 Foster Youth   
 Low Income   
 Specific Grade spans: \_\_\_\_\_ cle

Actions/Services	PLANNED	ACTUAL
	<p>Nicole Steward will conduct mindfulness sessions with Weller students to provide them with calming strategies and techniques to support their social emotional learning while at school and at home.</p> <p>Mindful information will also be shared with Weller staff members and Weller parents</p>	

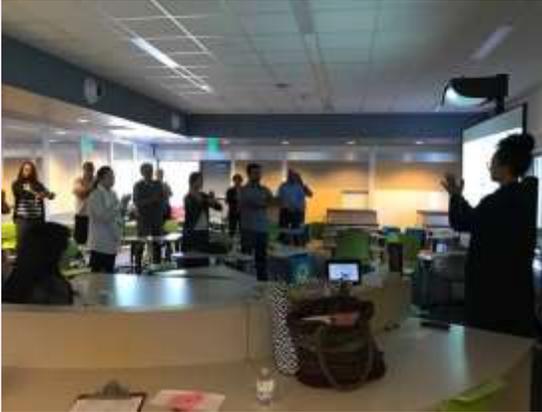
Expenditures

<p>BUDGETED <b>No Cost</b></p>	<p>ESTIMATED ACTUAL</p>
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ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Nicole Steward will conduct mindfulness sessions with Weller students to provide them with calming strategies and techniques to support their social emotional learning while at school and at home. year she provide</p> <p>Last year, she had sessions with our 5th and 6th grade classes. This year, we would like her to come once a month and visit a different grade level each month.</p> <p>Like last year, the Mindfulness information will be shared with parents at a Mindfulness, Stress, and Trauma Parent Night (partnered with our PTA organization).</p> <p>This year, we will have Nicole Steward present about Mindfulness at one of our monthly staff meetings so that we can build capacity with our school community and be able to support each other around Mindfulness.</p> <p>Reference article on Mindfulness - <a href="#">How</a></p>		

California Schools Are Bringing Mindfulness Into the Classroom



BUDGETED EXPENDITURES:

**2017-18**

Amount

\$0

Source

District provides services

Budget  
Reference

N/A

**2018-19**

Amount

Source

Budget  
Reference

**2019-20**

Amount

Source

Budget  
Reference

# Goals, Actions, & Services

	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<h2><u>Goal 3</u></h2>	<p>MUSD supplemental students: consisting of Low Income, English Learners, Foster Youth and Special Education will make significant academic growth in the 2016-2017 school year as detailed by the AMOs</p> <p><u>Weller</u>          Weller supplemental students: consisting of Low Income, English Learners, Foster Youth and Special Education will demonstrate improvement toward meeting or exceeding grade level Common Core State Standards as measured by CAASPP.</p>

[State and/or Local Priorities Addressed by this goal:](#)

STATE 5 6 7 8

LOCAL \_\_\_\_\_

[Identified Need](#)

There is a need for our supplemental students to make continuous improvement toward mastering common core grade level standards as evidenced by the California Dashboard and i-Ready in English and Math. Weller’s Socioeconomically students scored LOW (orange placement). They were two levels below the whole school on CAASPP. We need monitor the ELA and Math performance of these students, provide interventions where needed in order to close the performance gap between the economically disadvantaged students and the non-disadvantaged students to ensure our disadvantaged students.

[GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP - ELA SED (met or exceeded standard)	(SED vs. All students) 3rd - 28% vs. 64% 4th - 46% vs. 69% 5th - 33% vs. 66% 6th - 67% vs. 81%	3rd - 46% 4th - 57% 5th - 50% 6th - 65%	3rd - 56% 4th - 67% 5th - 60% 6th - 75%	3rd - 66% 4th - 77% 5th - 70% 6th - 85%
CAASPP - MATH SED (met or exceeded standard)	(SED vs. All students) 3rd - 54% vs. 71% 4th - 54% vs. 66% 5th - 53% vs. 66% 6th - 59% vs. 79%	3rd - 62% 4th - 60% 5th - 60% 6th - 69%	3rd - 72% 4th - 70% 5th - 70% 6th - 79%	3rd - 80% 4th - 78% 5th - 78% 6th - 84%
<a href="#">i-Ready Math Summary</a>				
DRA2 - Spring 2017 Reading Results	<a href="#">Kindergarten</a> <a href="#">1st Grade</a> <a href="#">2nd Grade</a> <a href="#">3rd Grade</a>			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL

Goal **3** Action **1**

Monitor ELA and Math performance of economically disadvantaged students

Students to be Served

- All District   
  All School   
  Students with Disabilities   
  [Specific Student Group(s)] \_\_\_\_\_  
 English Learners   
  Foster Youth   
  Low Income   
  Specific Grade spans: \_\_\_\_\_

Actions/Services

PLANNED

Provide teacher training on identifying and understanding educational needs of SED students through weekly PLCs and at staff meetings

ACTUAL

Expenditures

BUDGETED

\$50,000 - Instructional Coach/Admin

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

New     Modified     Unchanged

New     Modified     Unchanged

New     Modified     Unchanged

At Weller, during monthly All Staff PLC meetings, our teachers have a process in place for tracking quarterly i-Ready data to focus on and provide RTI placement and interventions for our students who are performing in Tier 3. The process will be expanded to also focus on economically disadvantaged students during weekly PLC meetings with teachers that are facilitated by our Instructional Coach and Admin. During PLCs and staff PD, we will not only look at the academic performance of our disadvantaged students, we will do research and further discuss what else do we need to provide and/or learn about our disadvantaged

students.		
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BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount \$50,000 - Instructional Coach	Amount	Amount
Source 50% - Supplemental 50% - Title 1	Source	Source
Budget Reference 709100 and 301000	Budget Reference	Budget Reference

Goal **3** Action **2**

Focus on English Language Development. Provide high quality CCSS ELA/ELD research based instruction using the Sobrato Early Academic Language ([SEAL](#)) Model to include professional development, unit design, lesson study, modeled lessons and coaching.

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

	PLANNED	ACTUAL
Actions/Services	Provide support for English Language Learners (ELLs) through SEAL, PD with Instructional Coach and evaluate effective programs or interventions that will support our ELLs	
Expenditures	SEAL training for TK-3rd teachers BUDGETED <b>\$25,000</b>	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Weller will complete year 3 of 3 of SEAL training for TK-1st grade cohort. These teachers will each require substitutes for 6 days of refinement training. Our 2nd and 3rd grade teachers will complete Year 2 of 3 of SEAL training and will each need substitute teachers for 9 days. Our new 1st/2nd grade teacher and 3rd grade teacher will be starting Year 1 of 3 of SEAL training and will each need substitute teachers for 12 days.</p> <p>Our Instructional coach will also support teachers in developing metrics to help teachers determine the effectiveness of the SEAL teaching and learning during weekly SEAL planning with grade level teachers.</p>		

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

2017-18		2018-19		2019-20	
Amount	\$ 50,000 - Instructional Coach	Amount		Amount	
Source	Supplemental and Title 1 (50 % each)	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **3**   Action **3**

Improve reading instruction for teachers

Students to be Served

- All District   
  All School   
  Students with Disabilities   
  [Specific Student Group(s)] \_\_\_\_\_  
 English Learners   
  Foster Youth   
  Low Income   
  Specific Grade spans: \_\_\_\_\_

PLANNED

Provide support for English Language Learners (ELLs) and SED and Foster Youth through PD with Instructional Coach for Guided Reading through monthly staff meeting PD in order to increase the DRA2 reading performance for our K-3rd students and our 4th - 6th grade students.

ACTUAL

BUDGETED

\$0 - classroom teachers

ESTIMATED ACTUAL

Expenditures

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

New     Modified     Unchanged

New     Modified     Unchanged

New     Modified     Unchanged

Weller teachers spend more during weekly PLCs focusing on addressing the reading performance of their students. We will use PLCs and staff PDs to share best practices around implementing a solid guided reading program in order to improve benchmark reading scores.

BUDGETED EXPENDITURES:

**2017-18**

**2018-19**

**2019-20**

Amount

\$0

Amount

Amount

Source

Source

Source

Budget  
Reference

Budget  
Reference

Budget  
Reference

## School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Alicia I. Padilla	Weller/ Principal	<a href="mailto:apadilla@musd.org">apadilla@musd.org</a>	5/11/2017
2. Mario Ramos	Weller/ SSC	school parent	5/11/2017
3. Parwinder Johal	WellerAssistant Prin	<a href="mailto:pjohal@musd.org">pjohal@musd.org</a>	
4. Noel Diep	Weller/ SSC	<a href="mailto:ndiep@musd.org">ndiep@musd.org</a>	
5. Debbie daSilva	Weller/SSC	<a href="mailto:ddasilva@musd.org">ddasilva@musd.org</a>	
6. Beverly McCarter	Weller/ SSC	<a href="mailto:bmccarter@musd.org">bmccarter@musd.org</a>	
7. Marichou Padilla	Weller/ SSC/ELAC	school parent	
8. Claudia Navarette	Weller/PTA	school parent	

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	3	0

## 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:

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:
  - Parent Groups
    - Principal Coffee Chat attendees
    - SSC
  - Instructional Leadership Team
  - Teachers
  - Student Groups
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 here in 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:

Attested:

\_\_\_\_\_ Alicia I. Padilla \_\_\_\_\_

Typed name of School Principal

Signature of School Principal

Date

\_\_\_\_\_ Mario Ramos \_\_\_\_\_

Typed name of SSC Official

Signature of SSC Official

Date