

2018-19 School Plan for Student Achievement

School: Lee Middle School
CDS Code: 57727100000000
District: Woodland Joint Unified School District
Principal: Gurkamal Jagpal
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The School 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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The District Governing Board approved this revision of the SPSA on .

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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 675 students enrolled in grades seven and eight during the 2017-2018 school year. Student body demographics are illustrated below:

School Enrollment by Ethnicity (2017-2018):

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).

During the 2017-2018 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 2017-2018. 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-five certificated staff members are formally being observed during the 2017-2018 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 2017-2018: Of the approximately 675 students enrolled at Lee Middle School, 0% of our English Learners are proficient in Math and ELA, 18% of our low income students are proficient in mathematics and 29% in English Language Arts, per the SBAC results. In the area of Reading, 6% of our low income students are proficient per the local assessment NWEA.

In 2017-2018, 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 2017-2018 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 2017-2018.

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 2017-2018 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
5. Parent Involvement

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 2017-2018. 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 2017-2018, 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 2016-2017 school year shows a significant decrease in suspensions compared to the previous year. In 2017-2018 the Tier II Team meets regularly to analyze behavior data and develop support groups with the collaboration of our counselors, RTI Specialist, CommuniCare, and Victor Community Support Services.

6. Lee Middle School offers all students a device; however, not all students check-out a device from the library. We need to continue to demonstrate the importance of technology in the classroom and the use of a device as a resource.

V. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	320	323	319	310	313	314	310	312	314	96.9	96.9	98.4
Grade 8	315	295	322	307	287	311	306	287	310	97.5	97.3	96.6
All Grades	635	618	641	617	600	625	616	599	624	97.2	97.1	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2511.5	2504.3	2512.1	4	4.49	8.92	32	25.64	25.16	27	33.01	28.66	36	36.86	37.26
Grade 8	2519.6	2523.0	2519.9	5	4.88	5.81	26	27.53	27.74	35	32.75	28.71	35	34.84	37.74
All Grades	N/A	N/A	N/A	4	4.67	7.37	29	26.54	26.44	31	32.89	28.69	36	35.89	37.50

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	14	10.58	15.92	48	50.32	41.72	38	39.10	42.36	
Grade 8	13	11.50	12.26	47	49.83	42.58	40	38.68	45.16	
All Grades	13	11.02	14.10	47	50.08	42.15	39	38.90	43.75	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	15	9.62	15.29	48	53.21	46.18	37	37.18	38.54
Grade 8	11	9.82	13.23	45	51.58	45.16	44	38.60	41.61
All Grades	13	9.72	14.26	46	52.43	45.67	41	37.86	40.06

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	9	7.05	8.28	68	61.86	62.74	24	31.09	28.98
Grade 8	5	7.67	11.29	70	70.03	61.29	25	22.30	27.42
All Grades	7	7.35	9.78	69	65.78	62.02	24	26.88	28.21

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	13	11.54	17.83	51	55.45	52.23	36	33.01	29.94
Grade 8	11	14.63	14.84	54	51.22	50.00	35	34.15	35.16
All Grades	12	13.02	16.35	52	53.42	51.12	36	33.56	32.53

Conclusions based on this data:

1. Met the Overall Participation for All Students - participation is higher than 95%

V. School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	321	323	319	311	313	309	310	312	309	96.9	96.9	96.9
Grade 8	314	295	322	308	283	309	307	282	309	98.1	95.9	96
All Grades	635	618	641	619	596	618	617	594	618	97.5	96.4	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2508.9	2492.5	2489.0	6	6.41	8.41	23	14.10	15.21	34	33.33	26.54	37	46.15	49.84
Grade 8	2515.0	2522.3	2523.6	10	9.57	10.03	12	20.57	19.42	29	26.60	29.77	48	43.26	40.78
All Grades	N/A	N/A	N/A	8	7.91	9.22	18	17.17	17.31	32	30.13	28.16	42	44.78	45.31

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	13	12.50	13.59	33	29.17	28.48	54	58.33	57.93
Grade 8	13	15.96	19.81	31	39.01	35.39	56	45.04	44.81
All Grades	13	14.14	16.69	32	33.84	31.93	55	52.02	51.38

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	10	7.37	9.71	55	42.95	42.39	35	49.68	47.90
Grade 8	10	8.87	9.74	51	38.65	49.03	39	52.48	41.23
All Grades	10	8.08	9.72	53	40.91	45.71	37	51.01	44.57

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	10	8.01	9.06	60	58.97	54.05	30	33.01	36.89
Grade 8	9	14.54	13.31	58	50.71	53.25	33	34.75	33.44
All Grades	10	11.11	11.18	59	55.05	53.65	32	33.84	35.17

Conclusions based on this data:

1. Overall achievement - 7th grade not met, increased by approximately 9%
2. Overall achievement - 8th grade not met, decreased by approximately 4.5%
3. Students performed better in Communicating Reasoning than Concepts and Procedures or Problem Solving & Modeling/Data Analysis

V. School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
7	7	5		55	41		27	34		4	8		7	13	
8	2	8		27	36		43	36		9	3		18	17	
Total	5	6		42	39		34	35		6	6		12	14	

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	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
7	7	4		55	39		26	33		3	7		9	16	
8	2	11		28	34		40	34		9	3		21	18	
Total	5	7		43	37		32	33		6	6		14	17	





Conclusions based on this data by levels:

1. Fewer 7th Advances students than 8th grade per the 16-17 CELDT.
2. Overall, the percent of Intermediate students in both years is about the same.






School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		5	0
English Learner Progress (1-12)		1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		5	5
Mathematics (3-8)		5	5

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Generally speaking, the suspension rates are considered high, but has declined significantly. Systems and procedures have improved the suspension rate.
2. Overall, the data suggests that EL students have a lower suspension rate in comparison to previous years; however, academic progress has declined significantly in ELA and Math. Data suggests that supports are needed.
3. ELA data suggests that supports are needed for EL students and students with disabilities.

School and Student Performance Data







Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		685	High 8.3%	Declined Significantly -5%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		685	High 8.3%	Declined Significantly -5%
English Learners		115	Medium 5.2%	Declined Significantly -15.7%
Foster Youth		6	*	*
Homeless		25	High 12%	Declined Significantly -4.7%
Socioeconomically Disadvantaged		493	High 9.7%	Declined Significantly -4.1%
Students with Disabilities		106	Very High 12.3%	Declined Significantly -4.6%
African American		11	Very High 18.2%	
American Indian		3	*	*
Asian		16	Very Low 0%	Maintained 0%
Filipino		2	*	*
Hispanic		480	Medium 7.3%	Declined Significantly -7.5%
Pacific Islander		4	*	*
Two or More Races		13	Very High 23.1%	Increased Significantly +23.1%
White		149	High 10.7%	Declined -0.8%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Suspensions declined, overall status is still high.
2. Highest rate occurs in Two or More Races; however, it only represents 13 students.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		136	Very High 87.5%	Declined Significantly -12.5%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 5.2%	Declined Significantly -15.7%
English Learner Progress (1-12)		Very High 87.5%	Declined Significantly -12.5%
English Language Arts (3-8)		Very Low 86.8 points below level 3	Maintained -0.6 points
Mathematics (3-8)		Very Low 108.7 points below level 3	Maintained -2.9 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Suspension rates have declined.
2. Math and ELA are maintained at Very Low, more supports are needed.
3. Reading and language comprehension may positively impact math scores.

School and Student Performance Data







Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		584	Low 45.6 points below level 3	Maintained -2.8 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		584	Low 45.6 points below level 3	Maintained -2.8 points
English Learners		225	Very Low 86.8 points below level 3	Maintained -0.6 points
Homeless		17	Low 60.8 points below level 3	Declined Significantly -23.8 points
Socioeconomically Disadvantaged		415	Low 61.6 points below level 3	Declined -5.6 points
Students with Disabilities		77	Very Low 130.3 points below level 3	Declined Significantly -15.2 points
African American		7	*	*
American Indian		2	*	*
Asian		16	Low 39.9 points below level 3	Declined Significantly -28.5 points
Filipino		1	*	*
Hispanic		425	Low 53.9 points below level 3	Maintained +0.9 points
Pacific Islander		3	*	*
Two or More Races		11	Low 47.1 points below level 3	Declined Significantly -50.4 points
White		115	Low 13.7 points below level 3	Maintained +1.5 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	170	Low 61.9 points below level 3	Declined -9.1 points
EL - English Learner Only	55	Very Low 163.9 points below level 3	Declined Significantly -30.5 points
English Only	254	Low 27.7 points below level 3	Maintained +0.1 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	15	66.7%	20%	13.3%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Supports are needed for ELs and students with disabilities.

School and Student Performance Data







Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		579	Low 68.8 points below level 3	Declined -6.2 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		579	Low 68.8 points below level 3	Declined -6.2 points
English Learners		223	Very Low 108.7 points below level 3	Maintained -2.9 points
Homeless		17	Very Low 112.1 points below level 3	Declined Significantly -45.4 points
Socioeconomically Disadvantaged		412	Low 84.3 points below level 3	Declined -6.8 points
Students with Disabilities		75	Very Low 162.6 points below level 3	Declined -13.1 points
African American		7	*	*
American Indian		2	*	*
Asian		15	Low 40.3 points below level 3	Declined Significantly -36.3 points
Filipino		1	*	*
Hispanic		423	Low 79 points below level 3	Maintained +0.6 points
Pacific Islander		3	*	*
Two or More Races		10	*	*
White		114	Low 34.7 points below level 3	Declined -8.9 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	169	Low 84.8 points below level 3	Declined -8.4 points
EL - English Learner Only	54	Very Low 183.4 points below level 3	Declined Significantly -35.8 points
English Only	251	Low 49.7 points below level 3	Declined -4.5 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	15	93.3%	6.7%	0%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. All levels declined in their performance levels, especially the English Learner Only indicator.
2. Reclassified students performed at a much higher level than the English Learner group.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	100.0%	87.5%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	42.8 points below level 3	45.6 points below level 3
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Mathematics	62.7 points below level 3	68.8 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Please see Planned Improvements: Goal #1 for conclusions based on this data.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	13.3% (91)	8.3% (57)

Conclusions based on this data:

1. There has been a 5% decrease in suspensions from 2016 to 2017.
2. Tier II interventions and support systems may have helped to reduce the number of suspensions.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Suspension rates are better for ELs and Hispanic in comparison to the other student groups.

VI. Planned Improvements in Student Performance

All students will be proficient in literacy, numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

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:
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.
Data Used to Form this Goal:
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.
Findings from the Analysis of this Data:
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.
In 2016-2017, 31 students were reclassified, 35 students were reclassified in 2015-2016. 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 2017.

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 semester, including NWEA, 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 semester, including NWEA, 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>1.1 Academic Program Support</p> <p>1. Teachers will use core and supplemental materials, including copy costs and supplies in addition to technology, to provide targeted instruction during class time.</p>	8/2018 -- 6/2019	Teachers and Principal	<p>Copy costs, and supplies including machine leases, associated with the implementation of research-based best practices</p> <p>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.</p>	<p>Supplemental/Concentration</p> <p>Site Discretionary</p>	<p>20,000</p> <p>14,000</p>
<p>1.2 Interventions</p> <p>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 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.</p>	8/2018 -- 6/2019	Teachers, Principal, After-School Program Coordinator	Costs associated with the after-school program and intervention programs	Title I Part A: Basic Grants Low-Income and Neglected	20,000
<p>1.3 Differentiated Instruction</p> <p>1. Supplemental materials, software and technology will be used to support student academic achievement in ELA, math, history and science, based on assessment</p>	8/2018 -- 6/2019	Counselors, Teachers, Principal	<p>Purchase of intervention/supplemental materials including library books</p> <p>Technology (student laptops/Chrome books, and computer carts) needed to support supplemental programs</p>	<p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p>	<p>8,000</p> <p>5,500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
data.					
<p>1.4 Progress Monitoring</p> <p>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).</p> <p>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.</p> <p>3. Teachers will administer ongoing curriculum-embedded assessments and district end-of-unit assessments; will collect and analyze the resulting data; and will use the data to determine student progress and modify instruction.</p>	8/2018 -- 6/2019	Teachers, Principal, RTI Specialist, and EL Specialist	Funds associated for teacher collaboration and data analysis, sub costs, and ELPAC data chats	Supplemental/Concentration	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>1.5 Targeted Staff Development</p> <p>1. All core area teachers will implement common protocols for examining and analyzing assessment data and student work to form instructional decisions.</p> <p>2. Staff will attend training to assist with implementation of common core/ NGSS, as well as the implementation of our school-wide Response to Intervention system to support non-proficient students.</p> <p>3. Teachers will attend professional development sessions to increase their knowledge and skills in working successfully with English Learners.</p> <p>4. Leadership Team will meet on a monthly status to discuss student progress academically, socially, emotionally, and behaviorally. These meetings will be the platform for school-wide decisions/communication will occur.</p>	8/2018-- 6/2019	Teachers & Principal	<p>Conference, professional development, and training registration related to supporting common core and PLC's.</p> <p>Extra Duty pay for leadership team members.</p>	<p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p>	<p>15,000</p> <p>10,000</p>

VI. Planned Improvements in Student Performance

All students will graduate high school and be competitively college and career ready through personalized 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:

LEA GOAL:
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.
Data Used to Form this Goal:
<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>
Findings from the Analysis of this Data:
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.
How the School will Evaluate the Progress of this Goal:
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.
First Interim Analysis:
Data will be analyzed at the end of the first trimester, including NWEA, 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, including NWEA, 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. A team of teachers will attend the annual AVID Summer Institute and will attend AVID trainings/conferences during the year.</p> <p>4. Career day to be held through the AVID program to increase exposure to various career opportunities</p>	8/2018 -- 6/2019	Principal, Secretary, AVID Teachers, and Teachers	Registration and duty pay for AVID Summer Institute	Supplemental/Concentration	8,000
			Career Day expenses	Supplemental/Concentration	6,001
			Hiring and training of AVID/Excel Tutors	Title I Part A: Basic Grants Low-Income and Neglected	20,000
			Transportation AVID/Excel field trips	Title I Part A: Basic Grants Low-Income and Neglected	5,000
			Sub costs related to AVID/Excel program	Title I Part A: Basic Grants Low-Income and Neglected	4,319
<p>2.2 Increase students opportunity to experience variety of career fields</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 students in FFA on campus and off-site.</p> <p>4. Honors Project to provide</p>	8/2018 -- 6/2019	Principal, Teachers, and School Nurse	Supplies for Project Safe	Site Discretionary	1,000
			Sub costs and expenses for Leadership Development Day	Site Discretionary	1,066
			Cost for supplies, registration, and transportation for STEAM	Supplemental/Concentration	750
			Sub costs, registration, and transportation for FFA	Supplemental/Concentration	2,000
			Cost associated with Honors Project	Supplemental/Concentration	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
students with an opportunity to extend their learning beyond the classroom.					
<p>2.3 Increase support of Co-Teaching model</p> <p>1. Teachers, and Para-educators will have opportunity outside of classroom, and beyond Wednesdays to plan, and collaborate.</p>	8/2018 -- 6/2019	Teachers and Paras	Provide opportunities for collaboration/training with co-teaching teams, including paraprofessionals	Supplemental/Concentration	10,000

VI. Planned Improvements in Student Performance

All students will be successful through the development of targeted and coherent systems of support.

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:
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:
<p>Suspensions and Expulsions:</p> <ul style="list-style-type: none">• The 2016-2017 WJUSD suspension rate (calculated by CDE) was 8.3%, which is an increase from the previous year.• The suspension rate for Two or More Races students is 23%, and for African American students is 18%, significantly higher than the All Students suspension rate. The rate for Homeless Youth is 12% and for Students with Disabilities is 12%, also higher than the All Student rate.• Need to continue decreasing the suspension rate and to increase proportionality in suspensions—fewer suspensions for Two or More Races, African American, Homeless Youth, and Special Education students. <p>Physical Fitness:</p> <ul style="list-style-type: none">• Percent of students at Lee passing fitness tasks: Aerobic Capacity (73%), Body Composition (54%), Abdominal Strength (88%), Trunk Extension Strength (95%), Upper Body Strength (46%), and Flexibility (84%) <p>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>Annual/monthly reports of attendance rates</p> <p>Annual/monthly reports of suspensions rates</p> <p>School climate survey, such as the California School Climate and Safety Survey (CSCSS) or the Safe Communities Safe Schools Program (SCSS) School Climate Surveys</p> <p>Online teacher surveys regarding school climate</p>

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.

How the School will Evaluate the Progress of this Goal:

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.

First Interim Analysis:

Data will be analyzed at the end of the first trimester, including NWEA, 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, including NWEA, 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. Teachers will provide lessons that go over Wildcat way, and teach students to use planners</p> <p>2. Rtl specialist will review lessons to ensure Wildcat way is current.</p> <p>3. Posters for each classroom that illustrate the Wildcat Way will continue to undergo revisions.</p> <p>4. Incentives will be purchased to help reinforce positive school-wide behaviors.</p> <p>5. 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>6. 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</p>	8/2018 -- 6/2019	Principal, Teachers, RTI, & ASB	<p>Costs related to Wildcat Way implementation</p> <p>Extra duty pay to facilitate 7th grade "PAWS" transition days</p> <p>Student Planners</p> <p>Incentives to support Wildcat Way implementation</p> <p>Supplies to support 7th grade "PAWS" transition days</p>	<p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p> <p>Site Discretionary</p> <p>Supplemental/Concentration</p>	<p>3,000</p> <p>1,250</p> <p>3,300</p> <p>5,000</p> <p>1,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
navigate through school.					
<p>3.2 Multi-Tiered Systems of Support</p> <p>1. Students in Leadership will attend the California Association of Student Leaders (CASL/CADA) conference.</p> <p>2. To provide a safer school campus, we will hire a staff member for our student support center to provide assistance with the implementation of restorative practices.</p> <p>3. Students that are in need of physical education clothing will be provided with the uniform.</p>	8/2018 -- 6/2019		<p>Cost to support additional staff for restorative practice implementation (SSC Room) Supplemental/Concentration 36,000</p> <p>Extra duty pay and costs associated with offering intramurals at lunch time Supplemental/Concentration 4,000</p> <p>Cost to support the student registration for the California Association of Student Leaders (CASL/CADA) conference Supplemental/Concentration 3,000</p> <p>Cost to buy a new washer dryer set for physical education Site Discretionary 2,000</p> <p>Cost to support students in need of physical education clothing Title I Part A: Basic Grants Low-Income and Neglected 3,000</p>		
<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: where needed.</p> <p>2. 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>	8/2018 -- 6/2019	Vice Principal	<p>Cost to cover the hours of a Clerk Site Discretionary 18,000</p> <p>Additional security cameras Site Discretionary 2,000</p>		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>3.4 Restorative practices</p> <p>1. 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 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.</p>	8/2018 -- 6/2019		Resources associated with restorative practice	Supplemental/Concentration	1,000

VI. Planned Improvements in Student Performance

Improve the English proficiency and academic achievement of 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:

LEA GOAL:
Improve the English proficiency and academic achievement of English Learners.
Improve the English proficiency and academic achievement of English learners.
Data Used to Form this Goal:
In the 2017-2018 school year, there were 105 English learners enrolled at Lee Middle School, which is 15.8% of the student population. Of those English Learners, 17.1% of them are Long Term English Learners, and .8% are At Risk of becoming Long Term English Learners.
Findings from the Analysis of this Data:
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.
How the School will Evaluate the Progress of this Goal:
Instructional walk-through visits, English learner data chats, academic conferences, RFEP monitoring meetings, team leader meetings to discuss student progress.
First Interim Analysis:
Data will be analyzed at the end of the first trimester, including NWEA, 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, including NWEA, 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>4.1 Newcomer Support</p> <p>1. Newcomer students will have access to an additional support.</p>	8/2018 -- 6/2019	Counselors and Principal	Additional staffing to provide instructional support to newcomer students	Supplemental/Concentration	12,000
<p>4.2 Best Research-Based Practices and Professional Development</p> <p>1. Teachers will attend trainings/conferences on research-based best practices for English Language Learners.</p>	8/2018-- 6/2019	Teachers, Principal, EL Specialist, RTI Specialist, and Counselors	Professional development for EL strategies, and costs for sub teachres to release LMS teachers to attend conferences.	Supplemental/Concentration	5,000
<p>4.3 Progress Monitoring</p> <p>1. 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>	8/2018 -- 6/2019	EL Specialist, Principal, Counselors, Teachers	Collaboration between staff to improve English Learner progress towards reclassification	Supplemental/Concentration	4,000

VI. Planned Improvements in Student Performance

Goal 5: Excellence for All students is supported through meaningful stakeholder engagement.

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:
Stakeholder Engagement is essential at the middle school level. Lee provides multiple opportunities for parents to be involved, through School Site Council, Booster events, Student-led Conferences, and other events. The school provides information to parents and community in multiple ways -- through the use of social media (i.e. Facebook), through updates on the school webpage, through weekly phone calls from the principal, and fliers sent home. All information is provided in both English and Spanish. The school will collect data on several key datapoints: * Parent attendance at student-led conferences * Parent attendance at school events * Parent usage of the Aeries Parent Portal
Findings from the Analysis of this Data:
46.5% of parents are registered for the Aeries Parent Portal. During the 2018-19 school year, staff will collect data on parent attendance at student-led conferences and school events.
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. Parent Engagement (originally in Goal 1)</p> <p>1. Parent meetings and trainings will take place</p>	8/2018 - 6/2019	Teachers, Principal	<p>Science Nights</p> <p>Snacks for Parent Meetings</p>	<p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p>	<p>750</p> <p>750</p>
<p>5. Parent and Community Engagement (originally in Goal 2)</p> <p>1. AVID Coordinator and AVID teachers will host an AVID Parent Night.</p> <p>2. Dual Immersion class will host a Dual Immersion Parent Night.</p>	8/2018 - 6/2019		<p>Supplies and snacks for Dual Immersion Parent night</p> <p>Facilitation, planning, and supplies for AVID Parent Night</p>	<p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p>	<p>750</p> <p>750</p>
<p>5.3 Parent Engagement (originally in Goal 3)</p> <p>1. The school website, containing information pertinent to parents , students, and staff, will be maintained and updated.</p> <p>2. Parent communication will increase through mailed truancy letters and encouraging student success.</p>	8/2018 - 8/2019		<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>Supplemental/Concentration</p> <p>Site Discretionary</p>	<p>1,500</p> <p>1,000</p>
<p>5.4 Parent Involvement</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</p>	8/2018 - 6/2019	Principal, EL Specialist	Facilitation and planning	Title I Part A: Parent Involvement	1,318

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>Advisory Committee, and other bodies involved in school program planning and evaluation.</p> <p>2. Written parent communication will 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>					

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)
Supplemental/Concentration	175,551.00	8,250.00
Site Discretionary	48,316.00	4,250.00
Title I Part A: Basic Grants Low-Income	53,319.00	1,000.00
Title I Part A: Parent Involvement	1,318.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Site Discretionary	44,066.00
Supplemental/Concentration	167,301.00
Title I Part A: Basic Grants Low-Income and Neglected	52,319.00
Title I Part A: Parent Involvement	1,318.00

VIII. Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: All students will be proficient in literacy, numeracy,	95,500.00
Goal 2: All students will graduate high school and be	59,136.00
Goal 3: All students will be successful through the	82,550.00
Goal 4: Improve the English proficiency and academic	21,000.00
Goal 5: Goal 5: Excellence for All students is supported	6,818.00

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				
Rebecca Klein	360-420-0448	2017-2018			X		
Susan Griffin	916-871-3229	2018-2019				X	
Laura Villegas	714-595-8478	2018-2019		X			
Joshua Baskin	916-712-0049	2018-2019		X			
Marcus Tessier	916-285-4818				X		
Jessica Graves	916-316-2862	2017-2018		X			
Iris Ramirez (Grade 7)							X
Adriana Orozco (Grade 7)							X
Giovanna Garcia (Grade 8)							X
Numbers of members of each category:			1	3	2	1	3

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 School 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

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 5/15/2018.

Attested:

Gurkamal Jagpal

Typed Name of School Principal

Signature of School Principal

Date

Jessica Graves

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date