Single Plan for Student Achievement

Part II: The Single Plan for Student Achievement

A Resource for the School Site Council

Part II: The Single Plan for Student Achievement

School: Big Valley Elementary School

District: Big Valley Joint Unified School District

County-District School (CDS) Code: 18-64089-6010698

Superintendent/Principal: Paula Silva

Date of this revision: September 5, 2019

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

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

Contact Person: Paula Silva

Position: Superintendent/Principal

Telephone Number: (530) 294-5231

Address: PO Drawer 157, 400 Bridge Street, Bieber, CA 96009

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The District Governing Board approved this revision of the SPSA on 09/18/2019.

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Form A: Planned Improvements in Student Performance

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 academic performance index and adequate yearly progress growth 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: English Language arts: All students at Big Valley Elementary will meet or exceed the grade level standards in ELA for the 2019-20 school year.

SCHOOL GOAL: English Language Arts: By June 5, 2020, proficiency levels will improve school wide and for significantly numerical subgroups; students will meet grade level benchmarks or exceed on the district site MAPS benchmark scores and the state level CAASPP assessments.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
  • 2017-18 ELPAC Scores • 2018-19 ELPAC Scores • 2017-18 CAASPP Assessments • 2018-19 CAASPP Assessments • 2017-18 MAPS Assessments • 2018-19 MAPS Assessments	After analyzing the data, it reveals that our 50% or more of the students, school wide, are not meeting or exceeding standards in ELA. Our ELs, and SED subgroups have shown growth for the last several years. Our ELs progress show small increases as the students advanced. We do not see that achievement transferring to CAASPP scores.	Weekly, monthly, quarterly and yearly monitoring and weekly walkthroughs of classroom instruction. Paraprofessional reinforces and augments the teacher's effort in the classroom by working directly with students. Using MAPS screening to address reading weaknesses. Providing reading intervention to students who are below grade level through the Barton's and LIPS intervention programs

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STRATEGY: Big Valley Elementary School is a K-6 campus with approximately 60 students. The K-2 focus is to deliver instruction that provides foundation for learning. The 3-6 grades' focus is to provide intervention appropriate to the students' needs to students that are below grade level, and providing an enriched challenging learning environment for all students. Student achievement and closing the gap for our non-proficient students will be the focus for BVES. Four instructional aides are providing support in the classroom by reinforcing the classroom instruction. An intervention system will continue by using the MAPS screening program and the SST model. To facilitate intervention with "At Risk", four paraprofessionals and the librarian will provide the instruction under the supervision of the classroom teacher. A paraprofessional will work with ELL students 30 minutes a week. The district will continue to use a screening program called Bright Solutions for Dyslexia to provide guidance for teachers, so we can maximize our intervention time.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

July 1, 2019 – June 30, 2020
Paraprofessionals and librarian will provide intervention to meet student needs as indicated from
  a. MAPS screening
  b. CAASPP
  c. Class benchmarks
  d. RESULTS
	Principal
	District testing Coordinator
	Classroom teachers
	Paraprofessionals
	Librarian
		District testing coordinator will assess all students in K-6 grades with MAPS, then place "At Risk" students in appropriate intervention groups based on student needs. Classroom teachers will organize and teach intervention groups as well as supervise paraprofessionals in intervention. District testing coordinator will monitor and evaluate student progress 3X (benchmarks) during the school year and report to principal and classroom teachers.
		Classroom teachers will assess all students in all grades with RESULTS. Classroom teacher and paraprofessionals will share assessment data and plan appropriate intervention. Focus intervention for students not meeting benchmarks.
			Paraprofessionals Salaries-
			Title I,Part A: 01-3010-0-2100-1110-1000-020-00
			70% of Paraprofessional #1
			61% of Paraprofessional #2
			61% of Paraprofessional #3
			61% of Paraprofessional #4
			Aides Salary- $34,250.16
			Fixed Costs- $10,881.00
			
			Results-No Cost

Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
July 1, 2019 – June 30, 2020 ELL paraprofessional will provide intervention to meet student needs as indicated from CELDT data.	Principal ELL Paraprofessional	ELL paraprofessional (ELL) will provide 30 minutes of academic support to ELL students in K-9 grades who have not reached proficient or above in ELPAC testing. ELL paraprofessional will organize and teach intervention groups as well as assist teacher and in classroom instruction delivery for English Language Learners. ELL paraprofessional will monitor student progress bi-weekly and quarterly, and ELL will report to principal.	**LCAP Goal #3, Action 9** **01-4203-0-1100-1110-1000-020-00** **$575.00 Salary** **$191.00 Fixed Costs**
Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
July 1, 2019 – June 30, 2020 Spanish translation services for parents and family members.	Principal Librarian	Provide effective outreach to families in the district who speak Spanish. Specifically for parent/teacher conferences, monthly newsletter, and Connect Ed phone messages.	**Indirect Cost:** Using Spanish speaking high school students for Connect Ed phone messages. Google translator for monthly conferences. Recruiting adult Spanish speaker for conferences.
July 1, 2019 – June 30, 2020 Fund four instructional aides for the school year.	Instructional Aides: K/1 2/3 4 5/6	Instructional aides will support and assist classroom teachers by working with individual on a one-to-one basis and/or with small groups of students to reinforce and enhance the various learning activities.	Paraprofessionals Salaries- Title I,Part A: 01-3010-0-2100-1110-1000-020-00 70% of Paraprofessional #1 61% of Paraprofessional #2 61% of Paraprofessional #3 61% of Paraprofessional #4 Aides Salary- $34,250.16 Fixed Costs- $10,881.00
July 1, 2019 – June 30, 2020 Weekly collaboration	Principal Intervention teacher K-6 teachers	Pacing Guides Intervention groups MAPS, DIBELS, Classroom assessments	LCAP Goal #2, Action 3 $1,000

Form A: Planned Improvements in Student Performance

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 academic performance index and adequate yearly progress growth 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: Purposeful use of technologies and digital tool is a centerfold of the 21st Century classroom. All students will become comfortable with a wide range of applications and with basic keyboarding skills as they continue to refine as they progress through the school.

SCHOOL GOAL: All students and teachers at BVES will have access to up to data technology and support needed for full implementation of the Common Core Standards.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Testing Coordinator, Library Tech, and other school personnel observations during CAASPP testing. 3rd – 6th grade students will receive more training with Chromebooks. CAASPP testing will be administered through the Chromebooks in the child's classroom. .	The findings reveal that BVES students need to learn how to use software to reinforce language arts, math skills and to work on special projects. Maintain five-year replacement and upgrade cycle for desk computers, laptops, and hardware needs.	The library tech will inventory the computer lab and document any issues with outdate/nonworking computers. A report will be given to the principal and IT person each quarter. Monitor CAASPP testing by observing student interaction with computers to ascertain difficulties with technological skills.

STRATEGY: Obsolete computers will be replaced for both the teachers and in the computer lab. A classroom set of Chromebooks have been purchased for the elementary school. Students will learn correct keyboarding technique and be able to demonstrate required speed and accuracy by the end of their 6th grade year.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

(July 1, 2019 - June 30, 2020) Identify struggling readers and identify, screen and use MAPS-a research-based reading intervention program that targets the individual literacy needs of struggling students and English learners and includes ongoing assessments of student growth.	Intervention Teacher, Library Tech, and Principal	Collect and analyze district- and school-level summative and formative ELA and English learner data; identify students from each grade level for reading interventions and their specific literacy needs. Students will be screened 3* a year to establish an initial benchmark in the Fall, a mid-term benchmark in the Winter, and a final benchmark near the end of school in the Spring. Using the Measures of Academic Progress (MAP), this program creates a personalized assessment experience by adapting to each student's learning level— precisely measuring student progress and growth for struggling students and English learners.	Title 1: MAPS Subscription: **$1, 890.00**
(July 1, 2019 – June 30, 2020) Use county office to continue to obtain surplus technology (computer monitors, keyboards, power supply, etc)	Principal Technology Coordinator	Contact and meet with Techs LCOE to acquire surplus equipment.	**Indirect Cost-** $0
(July 1, 2019–June 30, 2020) Continue to support Common Core State Standards instructional strategies and computer based assessment.	Paraprofessionals	**Daily:** Provide additional reading intervention for students who have not met standards or who are below standards, and students who score 1 or 2 on the ELPAC.	Paraprofessionals Salaries-Title I,Part A: 01-3010-0-2100-1110-1000-020-00 70% of Paraprofessional #1 61% of Paraprofessional #2 61% of Paraprofessional #3 61% of Paraprofessional #4 Aides Salary- $34,250.16 Fixed Costs- $10,881.00
	Principal Intervention teacher K-6 teachers	**Monthly:** Use weekly collaboration time with all elementary school staff to analyze student data at the end of each grade marking period and create new action plans if needed.	LCAP Goal 2, Action 2 $54,715.06
	School Site Council members and Chairperson	**Thrice and Annually:** Monitor and evaluate CAASPP, ELPAC, DIBELS and MAPS program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes.	Indirect Cost- SSC Meetings

Form A: Planned Improvements in Student Performance

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LEA GOAL: All ELLs will increase at least one ELPAC level each year. All English Language Learners will reach English proficiency by the end of grade 6

SCHOOL GOAL: The ELLs at BVES will increase at least one ELPAC level each year.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
2017-18 ELPAC Scores 2018-19 ELPAC Scores 2017-18 CAASPP Assessments 2018-19 CAASPP Assessments 2017-18 MAPS Assessments 2018-19 MAPS Assessments	▪ Most ELLs at BVES are not meeting state proficiency goals even though most ELLs increase at least one ELPAC level each year.	BVES will evaluate this goal by showing a 3% increase in the number of students advancing at least one ELPAC level. Walkthrough, teacher's report, and discussions in monthly teacher meetings will be part of the monitoring system. This school goal will be evaluated on an annual basis as part of the SPSA evaluation process

STRATEGIES: A paraprofessional has been assign to provide academic support for BVES students to increase language proficiency and academic content knowledge for culturally and linguistically diverse students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(July 1, 2019 -June 30 2020) Paraprofessional will provide academic support with hands-on, site-based strategies for ELL instruction to BVES staff.	Paraprofessional	Paraprofessional will provide ongoing academic support in research based ELD strategies and techniques to ELL students.	Title III 01-4203-0-1100-1110-1000-020-00 $575.00 Salary $191.00 Fixed Costs

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(July 1, 2019-June 30 2020) Provide ELD Common Core Standards professional development for teachers	Principal Collaboration time	Participate in professional development webinar trainings with McGraw-Hill Curriculum.	Indirect—Provided by purchase of McGraw-Hill ELA/ELD curriculum contract.

Form A: Planned Improvements in Student Performance

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 academic performance index and adequate yearly progress growth 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: Increase Parental Involvement and Support **SCHOOL GOAL:** Increase parent involvement at BVES by offering at least two additional parent opportunities for the 2018-19 school year.		
What data did you use to form this goal? Parent Conferences Parent Input from SSC Parent Survey from LCAP	**What were the findings from the analysis of this data?** Parents indicated that they would like more opportunities for involvement at BVES school. Students' academic progress will be available to parents weekly as a communication tool between the school and parents.	**How will the school evaluate the progress of this goal?** The outcome of the surveys will be shared with staff. Leadership meetings will discuss how to provide more opportunities for parental involvement.
LEA GOAL: Increase Parental Involvement and Support **STRATEGY: BVES will offer at least two additional opportunities for parents to be involved with their child's education and increase communication in the student's home language.**		

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(July 1, 2019 -June 30 2020) Plan and calendar Big Valley Parent Club events.	Parent Club Secretary Principal	During Parent Club Meetings, plan a family engagement event for students/families in the fall	Parent Classes Grant Lassen Modoc Adult Education Consortium
(July 1, 2019 -June 30 2020) Increase the number of Connect Ed phone calls in Spanish alerting parents/guardians of school events and information.	Principal	Bi-Monthly Connect Ed phone calls in Spanish will be sent to Spanish speaking households as determined by the home language surveys and parent request which provides important information to BVES families.	**5800 Prof Services Blackboard Connect Ed $1165.85**
(July 1, 2019-June 30 2020) Increase the number of Spanish written documents that are sent to parents/guardians for school events and information.	Library Tech Secretary	Monthly newsletters will be sent in Spanish to Spanish speaking households as determined by the home language surveys and parent request which provides important education information to BVES families	**5900 Communications Postage & Mailings $940**

LEA GOAL: Mathematics: All Students in the BVES will attain proficiency in mathematics by the end of the 2019-20 school year

SCHOOL GOAL: All students in grades K-6 will meet or exceed their grade level standards in the area of mathematics for the 2019-20 school year as measured by the CAASPP and MAPS assessments. All significant subgroups will improve by at least 3% in proficiency level.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
2017-18 ELPAC Scores 2018-19 ELPAC Scores 2017-18 CAASPP Assessments 2018-19 CAASPP Assessments 2017-18 MAPS Assessments 2018-19 MAPS Assessments	Over the past two years, small progress has been made in the area of mathematics; 50% of students at BVES have not met grade level standards in mathematics. The Hispanic subgroup and Low SES scores have shown slight improvement.	Teachers will use afternoon collaboration time to review and analyze student progress and address students who are below grade level. 2019 MAPS Final Assessments will be used

STRATEGY: During the 2019-20 school year, BVES will implement a school wide shift in mathematics instruction to align with the common core standards. Manipulatives and visuals will be available to ensure student success.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(July 1, 2019 -June 30 2020) Intervention will be provided for students in the grades TK-6 who are lacking basic mathematical skills to insure proficiency in grade level mathematics	Teachers Paraprofessionals	Purchase licenses for math intervention programs	Cost already included in ELA goal **4300 Supplies-** $300
(July 1, 2019 -June 30 2020) Intervention teacher	Intervention Teacher Teachers	K-2 will use 2x a week for 30 minute sessions 3-6 will use 2x a week for 45 minute sessions	Cost already included in ELA goal
(July 1, 2019-June 30 2020) Purchase classroom based intervention programs	Teachers	K-2 will use 2x a week for 30 minute sessions 3-6 will use 2x a week for 45 minute sessions	Cost already included in ELA goal

Form B: Centralized Services for Planned Improvements in Student Performance

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

School Goal #:

Actions to be Taken to Reach This Goal[1] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date[2] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff

- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches

- After–School and Summer School programs funded by categorical programs

- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

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[1] See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.
[2] List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc.

Of the four following options, please select the one that describes this school site:

☐ **This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).**

■ **This site operates a SWP but does not consolidate its funds as part of operating a SWP.**

☐ **This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**

☐ **This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

	State Programs	Allocation	Consolidated in the SWP
X	**Local Control Funding Formula (LCFF) – Base Grant** Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	$1,628,641	☐
X	**LCFF – Supplemental Grant** Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	$148,900	☐
☐	**LCFF – Concentration Grant** Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	$76,600	☐
	Total amount of state categorical funds allocated to this school	$1,854,141	
	Federal Programs	**Allocation**	**Consolidated in the SWP**

X	**Title I, Part A: Allocation** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$38,312	☐
X	**Title I, Part A: Parental Involvement** (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	$0	☐
X	**For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development** (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	$3,831.20	☐
X	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$5,801	☐
X	**Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students** Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$842.	Title III funds may not be consolidated as part of a SWP[3]
X	**Title VI, Part B: Rural Education Achievement Program** Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	$20,912.	☐
Total amount of federal categorical funds allocated to this school		$59,980.40	
Total amount of state and federal categorical funds allocated to this school		$1,687,876.40	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

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[3] Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: 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.[4] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Paula Silva	X	☐	☐	☐	☐
Stacey Farber	☐	☐	X	☐	☐
Debra Jones	☐	X	☐	☐	☐
Johanna Crabtree	☐	X	☐	☐	☐
Sherri Shepherd	☐	☐	☐	X	☐
Tamsen Myers	☐	☐	☐	X	☐
Noelle Gunnerson		X			
Numbers of members in each category	1	3	1	2	0

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[4] *EC* Section 52852

Form E: 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 **(Check those that apply)**:

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: December 10, 2018

Attested:

Paula A Silva

_____   _____   _____
Typed name of School Principal   Signature of School Principal   Date

Stacey Farber

_____   _____   _____
Typed name of SSC Chairperson   Signature of SSC Chairperson   Date

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.
Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
- Identify the major expenditures supporting these priorities.

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

  - o What specific actions related to those strategies were eliminated or modified during the year?

  - o Identify barriers to full or timely implementation of the strategies identified above.

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o What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

o What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

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Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

    o Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

        ▪ Lack of timely implementation

        ▪ Limited or ineffective professional development to support implementation

        ▪ Lack of effective follow-up or coaching to support implementation

        ▪ Not implemented with fidelity

        ▪ Not appropriately matched to student needs/student population

        ▪ Other_____

    o Based on the analysis of this practice, would you recommend:

        ▪ Eliminating it from next year's plan

        ▪ Continuing it with the following modifications:_____

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Involvement/Governance

- How was the SSC involved in development of the plan?

- How were advisory committees involved in providing advice to the SSC?

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• How was the plan monitored during the school year? • What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
Outcomes • Identify any goals in the current SPSA that were met. • Identify any goals in the current SPSA that were not met, or were only partially met.   o List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective. • Based on this information, what might be some recommendations for future steps to meet this goal?