



2023-2024

Washington Middle School

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

- Recommendation 5:** Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.
- Recommendation 6:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Recommendation 7:** Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.
- Recommendation 8:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.
- Recommendation 9:** Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.
- Recommendation 10:** Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.
- Recommendation 11:** Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.
- Recommendation 12:** Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.
- Recommendation 13:** Expand programs of instruction to the educational system to new families, including civics education.
- Recommendation 14:** Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.
- Recommendation 15:** Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

According to the data on the 2022-2023 SBAC 33% of our students had above or accelerated target growth, Our 7th graders had an average scale score change of 24 which is close to the minimum target of 25. 8th Grade had an average scale score change of 1, far below the minimum growth target of 14. Our African American students had an average scale score change of 13 which is close to the all middle school average of 16. Our GATE/Excel and students who receive SPED services both exceeded the middle schools average with 17 & 19 respectively.

According to the data on the 1st diagnostic on iReady 2023-2024 19% of our students scored in the Early on, mid, or above grade level. Over half of our students' scores indicate they are 2-3 or more grade levels below,
Based on the analysis of the aforementioned data, the majority of our students are not meeting the grade level standards. The focus with the teachers is to ensure the level of rigor of their teaching matches the level of rigor of the standard. PD will be provided for all teachers through the Quality Core Instruction PD offered by the district and followed up at our site with district coaches.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

Focus on U2 & U6 - Throughout the year, teachers will:

- * Plan Daily lessons that provide access to on-or-above grade level content, including scaffolds and supports, while maintaining the rigor of the standard
- * Design lessons and facilitate experiences guided by clear learning intentions
- * Co-create a safe and welcoming community that centers caring relationships by valuing diversity, trust and respectful communication

By June 2023 all teachers will be observed and will receive effective feedback as monitored through the observations folder

Implementation of Plan

Frequent observations will determine to what degree teachers are:

- * Communicating or assisting students in uncovering the learning intentions
- * Providing explanations on how learning intentions fit within the learning progression and new contexts
- * Referring to learning intentions and success criteria throughout the lesson, encouraging students to monitor their own progress
- * Ensure the level of rigor of instruction matches the level of rigor of the standard

Students will make at least the minimum growth target based on their grade level,

By June 2024, WMS students would at least meet the minimum growth target:

- * 6th Grade - an average scale score change of 27
- * 7th Grade - an average scale score change of 25 while 23% of 7th graders will have accelerated growth
- * 8th Grade - an average scale score change of 14 while 39% of 8th graders will have accelerated growth

. In the prior year:

6th Grade had an average growth of 3

7th Grade had an average growth of 24 with 20% accelerated growth

8th Grade had an average growth of 1 with 36% accelerated growth

Accelerated growth is at least double the minimum growth target. The accelerated growth goal is 3% higher than last year's accelerated growth

Evaluation: During the course of the school year, the administration and leadership team will review observational data to monitor for effectiveness of implementation of instructional strategies. On-going monitoring will occur.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

According to the 2022-2023 SBAC data, 14% of our students had above or accelerated target growth. There was a decline of 5% points, similar to the district's decline in growth.

On the Unit 1 Assessment, 143 students in Algebra performed at 76% at levels 3 & 4, respectively. Our students outperformed the district's average. For our 6th-grade students enrolled in Math Accelerated, 78% scored at levels 1 and 2. For our 7th-grade students, 47% scored at levels 1 and 2, respectively. For our 8th grade students, 67% achieved at levels 1 and 2.

According to the data on Diagnostic #1 on the i-Ready 2023-2024, the overall placement of student performance was as follows: 47% are performing at three or more grade levels below; 17% at two grade levels below; 7% performed at Early on grade level, while 2% of our students scored at the mid or above grade level. The math focus areas most students need are algebra and algebraic thinking, measurement and data, and geometry.

Based on the data analysis as mentioned earlier, most of our students are not meeting the grade-level standards. The focus with the teachers is to ensure the level of rigor of their teaching matches the level of rigor of the standard. PD will be provided for all teachers through the Quality Core Instruction PD offered by the district and followed up at our site with district coaches.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

SMART Goal: By June 2024, 80% of all students will reach at least Above Target growth as measured on the SBAC assessment.
Action Plan Summary: Teachers will attend the district's Quality Core Instruction and implement best practices and research-based instructional strategies that will affect student outcomes in their performance in math.

Monitoring of Implementation: There will be ongoing progress monitoring to ensure that action-planned instruction is effectively implemented to achieve our goal for all students.

Evaluation: During our Administration and Leadership Team meetings, staff members collect, analyze data, and plan the next instruction steps to monitor progress and growth. If any barriers are identified or if implementation is ineffective, adjustments will be discussed and implemented to ensure positive growth in our student outcomes.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

According to the data from the 22-23 ELPAC Summative Assessment Results by grade level, the data findings are as follows:
Grade 6th - 19% scored at the Beginning level; 30% scored at the Somewhat Developed, 31% scored at the Moderately Developed, and 19% achieved at the Well-Developed
Grade 7th - 36% scored at the Beginning level; 29% scored at the Somewhat Developed, 30% scored at the Moderately Developed, and 5% achieved at the Well-Developed
Grade 8th - 17% scored at the Beginning level; 39% scored at the Somewhat Developed, 35% scored at the Moderately Developed, and 10% scored at the Well-Developed.

Based on the analysis of the aforementioned data, a majority of our ELL students still do not demonstrate high levels of English language proficiency to meet the rigor and demands of the ELPAC Assessment to be able to score a four (4) on the state assessment. Therefore, our ELL students do not meet the eligibility criteria for reclassification. There is a high need to ensure that our ELL students are provided both integrated and designated ELD to increase their

language proficiency in English. In addition, students must actively engage in collaborative discussions through intentional and purposeful activities that will provide them ample opportunities to engage in the four domains of language proficiency (listening, speaking, reading, and writing).

There are 32 newcomer students in our school. All students scored at the novice/beginning stage of English language proficiency on the Initial ELPAC Assessment.

According to the most recent i-Ready Diagnostic #1 assessment, results for our English learner students are the following:

Math Section

Grade 6th - 119 students were tested; of these, 50% performed at 3+ grade levels below, 24% performed at 2-grade levels below, 25% performed at a 1 grade level below, and 2% demonstrated at the early-on grade level.

Grade 7th - 58 students were tested; of these, 72% performed at 3+ grade levels below, 16% performed at 2 grade levels below, and 12% performed at 1 grade level below.

Grade 8th - 57 students were tested; of these, 82% performed at 3+ grade levels below, 7% performed at 2-grade levels below, 9% performed at 1 grade level below, and 2% demonstrated at the early-on grade level.

Based on the data, there is a percentage of 68% of our ELL students in grades 6th through 8th who are currently 3+ grade levels below their academic performance in the area of math. Some contributing factors can potentially be the loss of learning many students experience due to the pandemic and the need for students to increase their language proficiency in English to facilitate meaningful access to the content curriculum.

In the area of Reading on the i-Ready Diagnostic #1 assessment, results are as follows:

Grade 6th - 101 students were tested; of these, 61% are currently performing at 3+ grade levels below; 18% scored at 2 grade levels below; 17% scored at 1 grade level below and 4% demonstrated proficiency on early grade level.

Grade 7th - 70 students were tested; of these, 89% performed at 3+ grade levels below, 9% performed at 2 grade levels below, 1% at 1 grade level below, and 1% at early-on grade level.

Grade 8th - 66 students were tested; of these, 89% of students performed at 3+ grade levels below, 5% at 2-grade levels below, and 6% performed at 1 grade level below.

Analyzing the data from the i-Ready Diagnostic results in the area of reading, there is an overwhelmingly large percentage of our ELL students who are performing at 3+ grade levels below. There is a strong need for students to improve their proficiency in all four language domains (listening, speaking, reading, and writing) by employing various strategies and approaches.

Regarding our RFEP students, there is a total of 139 students; of these, 39 are currently being monitored for the 4-year cycle. Data results for our RFEP students are as follows: 50% of our RFEP students are performing 3+ grade levels below, 17% at 2-grade levels, 21% at 1-grade level below, 9% at early on grade level, and 4% are meeting the standards. In terms of our Long-Term English Learners, we currently have a total of 218 students, which makes up 79%

of our total number of English language learners. According to our 22-23 ELPAC Summative Assessment, the results are as follows:
Four students scored at a novice level; 22 students scored at the beginning level; 70 students scored at Somewhat Developed; 82 students scored at Moderately Developed, and 39 students scored at well developed. By analyzing this data, we have 39 students who scored a four and have met the eligibility criteria for reclassification in terms of meeting one of the four criteria to be reclassified. Therefore, we need to assist these students by providing scaffold support in the area of language arts so that they can meet the i-Ready requirements of the reclassification criteria.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

SMART Goal for English Learners:

By June 2024, English language learners will increase their English language proficiency score by at least one level on the English Language Proficiency Assessment by providing targeted English language support through research-based instructional strategies (such as academic vocabulary development, reading comprehension, and writing skills); differentiated instruction and resources and by teachers integrating ELPAC task types and ELLevation strategies in their daily instruction.

SMART Goal for our Newcomer Students:

By the end of May 2024, our newcomer students will demonstrate an increase in their scale score or overall proficiency level in their English language proficiency by utilizing research-based instructional strategies and interventions that will facilitate language acquisition and progression to improve their listening, speaking, reading, and writing skills as measured by the annual summative ELPAC state assessment.

SMART Goal for Long-Term English Learners

By June 2024, Long Term English Learner (LTEL) students will demonstrate a 20% improvement in reading comprehension and writing proficiency as teachers implement research-based instructional strategies as measured by formative and summative assessments and standardized assessments. This improvement will be evident in their ability to accurately summarize and critically analyze texts, as well as compose coherent and well-organized essays.

English Language Learner Program/Services for EL, Newcomer and Long-Term English Learners

English Learners:

Incorporate Research-based Action Strategies:

Plan and deliver purposeful and meaningful instruction (integrated and designated ELD) tailored to the proficiency levels and needs of the students
Implement the district's adopted Beginning ELD & CCR course curriculum focused on grammar, vocabulary development, pronunciation, and language functions & structures driven by the ELD standards.

Organize regular conversation groups with native English speakers to encourage natural language acquisition and application.

Encourage participation in extracurricular activities that promote language immersion.

Integrate students into mainstream classes while providing additional language support to facilitate real-life language usage and integration.

Provide access to language learning apps and online platforms to enhance vocabulary development, reading comprehension, and listening skills.

Encourage students to use technology for language practice through interactive exercises, podcasts, and language learning websites.

Incorporate multimedia resources and interactive language software to make learning engaging and interactive, tailored to each student's pace and learning style.

A CCR course focusing on reading, writing, listening, and speaking will provide students additional literacy support. CCR teacher will continue to integrate ELPAC task types and ELLevation strategies/collections to strengthen students' critical thinking skills while improving their listening, speaking, reading, and writing skills. Additionally, Saturday school is available for students in need of additional support in literacy and math.

Newcomer Students

Incorporate Research-Based Actionable Instructional Strategies:

Differentiated Instruction - Tailored lesson plans based on a student's language proficiency level, learning styles, and interests to ensure optimal engagement and comprehension.

Language Immersion - Encourage students to participate in extracurricular activities, school activities, and events that promote using English in authentic settings, enhancing their speaking and listening skills.

Peer Collaboration -Facilitate group activities and peer interactions, encouraging students to work together using the targeted language and fostering language

development and communication skills.

Vocabulary and Language Structures -Implement explicit vocabulary instruction using word walls, flashcards, and interactive games to enhance students' vocabulary breadth and accuracy.

Reading comprehension -Incorporate extensive reading practices with appropriate reading materials to improve reading comprehension, critical thinking, and academic vocabulary.

Writing Workshops -Conduct regular writing workshops focusing on grammar, sentence structure, and coherent paragraph formation, providing constructive feedback for improvement.

Language Assessment and Feedback -Regularly assess students' language skills using formative and summative assessments, providing timely and specific feedback to guide their language development.

Digital Learning Resources -Integrate technology and interactive language learning apps that align with the curriculum to supplement classroom instruction and allow for independent language practice outside of school (such as Rosetta Stone)

Professional Development for Teachers- Provide ongoing professional development and training for teachers to enhance their knowledge and skills in teaching newcomer students, ensuring they can implement effective strategies and adapt to student's needs.

Long-Term English Learners

Incorporate Research-based Actionable Instructional Strategies:

Implement research-based instructional strategies, such as sheltered instruction (SIOP) and formative assessment, to support long-term English learners in mastering academic English.

Monitor student progress using formative assessments to adapt instruction in real-time and assess the impact of sheltered instructional strategies on language development.

Provide professional development to teachers to ensure the effective implementation of instructional strategies using the ELLevation platform.

Provide professional development to teachers on research-based strategies, focusing on the best practices for long-term English learners.

Tailor the instructional strategies to the unique needs of long-term English learners.

Collaborate with OCIPD - Multilingual Office to request support with instructional materials and strategies to address the specific language challenges faced by long-term English learners, such as advanced grammar and nuanced vocabulary.

Implementation Timeline of Programs/Services for EL, Newcomer, and Long-Term English Learners

WMS will implement programs and services outlined in the previous section throughout the academic school year. Currently, our newcomer students are enrolled in the ENLACE Program (Engaging Newcomers in Language and Content). As a school with a high population of newcomers, students are grouped in the ENLACE Program for the first three periods of the day. In this course, students receive their designated ELD instruction, ELD workshop, and History

instruction. For the remainder of their three periods, they receive push-in support for math and science by their ENLACE teachers. In addition, students receive additional support through college aides funded by the central office. The ENLACE program serves students in grades 6th-8th who have been in the U.S. for less than 16 months and have scored as a novice beginner on their Initial ELPAC assessment. The goal of this program is to provide newcomer students with the academic and linguistic foundation and socio-emotional support that will allow them to transition successfully and quickly into the mainstream school environment. Through this process, we will empower our students to proudly and purposefully develop their multilingual and multicultural identities.

WMS will invite our newcomer, ELL, and LTEL students to participate in our after-school study hall program, which provides academic support in content areas. Study Hall is available to our students three days a week. Additionally, our students will be invited to participate in our Saturday School Program. During our Saturday School Program, we will invite 35 LTEL students who have already scored a four (4) on the ELPAC assessment but need additional support in reading and writing to increase their comprehension and writing skills. In this intervention, we will use the 3D curriculum that targets reading and writing support. This supplemental curriculum provides students with relevant topics and texts, translanguaging, contrastive analysis, and home language connections. Lessons and assessments align with the content students will encounter on their state English Language Proficiency assessment, ensuring they advance toward reclassification.

Instructional Strategies for LTEL during Saturday School Program

1. Implement Scaffolded Reading Strategies:

Develop reading materials at varying levels of complexity tailored to each student's current reading proficiency.
Assess students' reading comprehension through regular quizzes and track their progress in understanding increasingly challenging texts.
Provide appropriate support, such as pre-reading activities, vocabulary building, and guided discussions to facilitate comprehension.
Ensure the reading materials align with academic standards and curriculum to enhance subject-specific knowledge.
Conduct monthly progress assessments and adjust reading materials to meet the goal by the end of the academic year.

2. Structured Writing Workshops:

Organize writing workshops focusing on sentence structure, grammar, vocabulary usage, and organization of ideas.
Evaluate writing assignments using a rubric that measures improvement in grammar, vocabulary richness, coherence, and organization.
Provide individualized feedback to each student based on their writing strengths and areas for improvement.
Incorporate writing topics related to their academic subjects to enhance subject-specific writing skills.
Conduct weekly writing workshops, review progress, and set new writing goals for the following week.

3. Peer Review and Collaboration:

Implement regular peer review sessions where students critique each other's writing and provide constructive feedback.
 Monitor students' ability to incorporate peer feedback into their revisions, improving the quality of their written work.
 Train students on effective feedback strategies and encourage a supportive and constructive peer review environment.
 Foster collaboration and communication skills by promoting teamwork and cooperation during the peer review process
 Integrate peer review sessions into the writing workshop schedule, ensuring consistent practice and improvement over the academic year.
 Regular progress monitoring and analysis of assessment data will be conducted to track the student's progress toward the SMART goal. Adjustments to strategies will be made as needed to maximize effectiveness and ensure the achievement of the desired improvement in reading and writing proficiency.

Program Effectiveness

Program services will be monitored for effectiveness mid-year to check that services are being adequately implemented to have a positive outcome on student achievement. If services meet the goals for our ELL, newcomers, and LTEL students, then programs will continue to be delivered. However, if services are not meeting our progress goal, service changes must be made to ensure positive student outcomes.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Culture/Climate Domain for English Learners - Newcomers

Recently arrived students, known as newcomer students, face many challenges and have many strengths and resilience. However, those qualities often go unnoticed in the quest to learn English. You have to address the social-emotional needs. Supporting the sense of belonging for newcomer students is essential for their successful integration into a new academic and social environment. There are several services and strategies that WMS can implement to increase this sense of belonging.

Culture/Climate Domain - All Students

There is a focus on building stronger relationships with students by supporting them academically and emotionally/mentally in the variety of services and resources we offer and organizational partnerships. We are continuing our efforts with Restorative Justice by holding regular circles to promote a sense of

belonging among our students and promote student agency. School leadership has implemented Wolf Den (P4) so that teachers provide programs that match the needs of our students to promote transformative social-emotional learning; therefore, we have seen a growth in students' perception. The following areas of concern and success were extrapolated from our 2022/23 CORE Survey:

Student Data:

- * 68% Climate of support for Academic Learning (-13%)
- * 49% Safety (-4%)
- * 45% Sense of Belonging (-3%)
 - Self-Management 62% (1%)
 - Social Awareness 56% (0%)
 - Self-Efficacy 45% (-3%)

Staff and students build a positive social climate by engaging daily Wolf Den Messages that focus on Transformative Social-Emotional Learning. Lessons and other TSEL resources have been shared with teachers. Students are recognized for their academics and positive behavior through our Scholar of the Month assemblies, Wolf Den Tickets, and incentives.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

Our goal is to increase a sense of belonging in students' perception of safety by ten percentage points as measured by favorable responses on the CORE Survey administered in February 2024, which will be an improvement from the previous year. We are building student agency and enhancing student leadership. Our student council collaborates and plans events for the school community. The administration and support staff develop videos daily that are highly interesting for students to engage in during their WolfDen classes. The Wolf Den is an advisory class where students and teachers build positive and nurturing relationships. Each month, there is an area of focus on self-management, self-efficacy, and growth mindset.

SMART Goal for Newcomers (Sense of Belonging)

By the end of the academic school year, our newcomer students will increase their reported sense of belonging by 5% or higher through collaboration with school staff and implementation of targeted strategies to create a supportive and inclusive environment based on pre-and post-surveys and/or student interviews conducted at the beginning, mid-year and end of the school year.

Orientation Programs: Newcomer students can benefit from orientation programs that provide them with information about the school, community, and resources available. These programs can help our students feel more at ease and connected.

Mentoring Programs: Pairing newcomer students with peer mentors or experienced students can be valuable. Mentors can guide them through their challenges and offer a sense of belonging and friendship.

Cultural Clubs and Events: Creating clubs or organizing events celebrating diverse cultures can help newcomer students connect with others who share their cultural backgrounds. It can also educate the broader student body about the rich diversity in our school community.

Counseling and Support Services: Some newcomer students may face unique emotional and psychological challenges due to adapting to a new environment. WMS will offer counseling and support services to provide them with a safe space to express their feelings and seek guidance.

Culture/Climate Domain - All Students

There is a focus on building stronger relationships with students by supporting them academically and emotionally/mentally in the variety of services and resources we offer and organizational partnerships. We are continuing our efforts with Restorative Justice by holding regular circles to promote a sense of

belonging among our students and promote student agency. School leadership has implemented Wolf Den (P4) so that teachers provide programs that match the needs of our students to promote transformative social-emotional learning; therefore, we have seen a growth in students' perception. The following areas of concern and success were extrapolated from our 2022/23 CORE Survey:

Student Data:

- * 68% Climate of support for Academic Learning (-13%)
- * 49% Safety (-4%)
- * 45% Sense of Belonging (-3%)
 - Self-Management 62% (1%)
 - Social Awareness 56% (0%)
 - Self-Efficacy 45% (-3%)

Staff and students build a positive social climate by engaging daily Wolf Den Messages that focus on Transformative Social-Emotional Learning. Lessons and other TSEL resources have been shared with teachers. Students are recognized for their academics and positive behavior through our Scholar of the Month assemblies, Wolf Den Tickets, and incentives.

SMART Goal for ALL Students - Sense of Belonging

By the end of the academic year, our students will increase their reported sense of belonging by 5% or higher by encouraging them to participate in school activities, clubs, leadership, heritage months activities, sports, Young Black Scholars, and other activities as measured on the CORE Survey administered annually by the district.

SMART Goal for ALL Staff - Sense of Belonging

By the end of the academic year, our staff will increase their reported sense of belonging by 10% or higher by creating more opportunities for staff to get to know each other and celebrate each other accomplishments and milestones as measured on the CORE Survey administered annually by the district.

Implementation of Activities for Students & Staff:

- Sports Staff-Student Activities
- WMS Family Fun Day/Picnic
- Grade Level Shirt
- Monthly/Annual Focus Pin with an incentive for Free Dress Day
- More Spirit Days/Weeks

Back to School - extend the visit for parents and students, including food vendors
 Cupcake for BDay staff
 Hispanic Heritage Month & Culture Fair
 Friday Coffee
 Wolfie Awards
 Sports

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) 45% of students will meet or exceed the standards on the ELA SBAC. Literacy teachers (electives, Ela, health, history, PE, & science) will monitor progress toward this goal	Goal Partially or Not Met	We didn't meet the goal as very few of our students actually met or exceeded the projected growth. Some of the issues that may have impacted goal attainment were the following:	Modifications of programs/services to ensure a positive impact on current year goals are the following: Re-establish the IEBs' so that all teachers have access to ongoing data so they can monitor

throughout the year by tracking their unit assessment data. Teachers will identify students who are 45 points away from meeting the standard. Data from these "bubble" students will be tracked and analyzed. Specific skills will be retaught to support the students. Literacy teachers are using SBAC stems in formative and summative assessments and in #TargetTalks. Students are identifying, examining, analyzing, and synthesizing claim, evidence, & reasoning in texts. With a school-wide focus on LBUSD Understanding 3 this year we will seek to find the answers to: What engagement strategies do we see that demonstrate student understanding, while ensuring equitable opportunities for respectful discourse, and a supportive classroom culture where all students feel valued and are meaningful participants in their learning. Students will also monitor their individual progress on iReady via a school-wide individual data monitoring tool.

Unit Assessments - Teachers were scheduled to conduct four assessments during the course of the year. However, we only did a pre and post assessments for only one unit. Therefore, there was no data to track and monitor students' progress toward goal attainment. This applied to all literacy teachers.

For the elective teachers, they didn't administer any other assessments other than the i-Ready.

Regarding the use to Target Talks, most teacher do conduct (heavily focused in Science and History) cocontent.

We will continue to monitor our growth pertaining toward providing a supportive classroom culture and climate.

students throughout the year.

All subject areas have an IEB to administer. Also, teachers should be the ones administering these assessments.

Prioritize which assessments teachers should prioritize. i-Ready performance scores are available immediately, and teachers can respond to the needs of students. Conduct a quick analysis, develop a plan for implementation, monitor, and assess for evaluation. Make any changes to programs/services, if necessary.

During Wolf Den have the necessary supports available for students so students can reflect on their goals and monitor their progress. Goal-setting by students

Schedule a School-wide Assembly to let students know the importance of these assessments.

Goal Setting and Reflection of these assessments.

Teachers must plan the instruction that is in alignment with the standard and meet the rigor of assessments.

Clear communication with teachers regarding testing environment, number of days, calendar, schedule, etc.

				We must motivate our students during the calendar days as they are doing their assessments.
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Math	<p>1) With an administrator assigned to support the math department, scheduled release days and additional PD In the 22-23 school, 60% of all students (including AA and ELL) will meet their typical growth, and 20% of all students (including AA and ELL) will meet their stretch growth.</p> <p>In the 22-23 school year, our school-wide goal is for 35% of all students to score a Meet/Exceeded on the SBAC. In the 22-23 school year, our school-wide goal is for 35% of our African American students to score a Meet/Exceeded on the SBAC. Progress will be monitored regularly during data chats, class observations, and feedback</p>	Goal Partially or Not Met	<p>We did not meet the overall growth, however, some students did meet their stretch growth.</p> <p>D. Manole provides targeted support to all math teachers.</p>	<p>The Administrative Team and Leadership Team will take a look at best practices and instructional strategies implemented by other teachers who have demonstrated overall growth.</p> <p>Schedule ample opportunities for math teachers to build their capacity, collaborate, and plan across grade levels.</p> <p>Having an administrator that provides targeted math support to teachers is going to help out.</p> <p>Will continue to monitor students' progress through data chats, observations and provide feedback.</p> <p>The biggest problem was absenteeism. It is important to ensure that we as a school develop and implement additional support for students who are absent a lot.</p> <p>Figure out a way to support students</p> <p>Provide additional supports for those students who are chronically absent since they are missing a lot of instruction in their math class.</p> <p>Saturday School After-School Tutoring</p>
English Learner	<p>1) By June of 2023, 10 % of EL students will earn a met/exceeded on ELA standards as evidenced by the SBAC state</p>	Goal Partially or Not Met	<p>We did not meet the goals for our English language learners. However, EL Coordinator provided support to our EL students in</p>	<p>Ensure that teachers are providing both integrated and designated English Language Development. The district is scheduled to provide training both for iEDL and dELD for</p>

test, which will be a 6% increase from 2021-22. Additionally, 35% of our EL/RFEP students will earn a met/exceeded which will be a 7% increase from 21-22. In Math, 5% of EL students will earn a met/exceeded and 17 % EL/RFEP students will earn a met/exceeded, making a minimum of 3% gain from the previous year.

Our goal is to increase absences amongst ELs in order to help them make progress towards their goals. Moreover, increased attendance will reduce our chronic absenteeism by 15% and we will go from 24.6% in 21-22 to 9.6% in 22-23. Our final goal is to have at least 10% of our EL's reclassified..

Specialized, targeted interventions have been established to support our EL students in order to help them gain higher academic achievement. A CCR course with an emphasis on reading, writing, listening and speaking will provide students with additional support in literacy. With the support of the EL Coordinator, the pull out program

different capacities. In addition, Saturday school support was provided to student to increase their scale score on the ELPAC. For the students, the EL Coordinator worked with, those students made growth in their EL language proficiency.

teachers during the Spring 2024. It is our hope that all teachers will be able to implement ELD supports to our EL students.

In addition, we will provide Saturday School that is structured and meets the needs of our Long Term English Learners. Based on the current data analysis, LTEL need targeted support in reading strategies, comprehension and writing.

<p>and the school wide focus on engagement and ELLevation strategies students will strengthen their critical thinking skills while also improving their reading, writing, listening and speaking skills. Additionally, Saturday school is available for additional intervention and support in literacy and math. Furthermore, math tutoring is available for students who are in need of additional support. We are confident that our joint efforts will increase our EL students' achievement.</p>			
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Culture/Climate	1) Increase student sense of belonging to 73%, Increase student perception of safety to 83% as measured by favorable responses on the CORE Survey in February 2023, a 10% improvement from 2022. We are building student agency and enhancing student leadership. Student council plans events that students want to attend. Admin create videos daily that students watch in their wolfden classes. The wolfden is an advisory type class where students and teacher build positive productive relationships. Each month there are focus areas - growth mindset, self-efficacy, self-management among others	Goal Partially or Not Met	<p>We did not meet the overall goal as many students reported not feeling safe on campus as reported on the student survey.</p> <p>We had many issue in the restrooms which attributed to students not feeling safe on campus.</p>	<p>This year, we have developed and put in place structures and systems in place in our restrooms. We have consistent supervision in the restroom areas throughout the day. In addition, students are not allowed to enter the restrooms with backpacks.</p> <p>According to recent student surveys conducted during the Wolf Den time, students report feeling safer on campus and greater sense of belonging.</p> <p>In addition, this year, we have started YBS Club on campus for our AA students, and we can confidently report that students have a greater sense of belonging.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Teacher on special assignment to enhance the culture/climate through the facilitation of community building circles, re-entry circles, & harm/conflict circles. Support the shift in culture from the mindset and continued use of traditional discipline practices to a restorative mindset. Develop student agency in student leaders and building capacity in them to facilitate student community circles. Work with staff to build community with students and each other (IN 4)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact

Technology determined by the individual departments as needed to complement, enhance, and enrich their communication to address standards for all students, including the needs of ELs and African American students. Departments include: education specialists, electives, English, health, history, math, physical education, and science. (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Limited or no impact
Resident substitute will provide teacher coverage when needed, support students receiving SPED services and new Educational Specialists. Resident Sub will provide additional supervision to ensure safe campus (IN 8)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact
Provide additional time for teachers to receive additional professional development, analyze student achievement data, plan, update and work through department action plans (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
English Language coordinator and ELD/CCR literacy teacher - Work with English language learners and support staff with EL strategies. Provide targeted professional development to support EL students and teachers. Plan with CCR/ELD Literacy teacher (IN 7)	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
Many of our students experience trauma in their lives and are in need of services. The additional school psychologist services would provide help to those students experiencing trauma. The school psychologist would also hold specialized groups, such as an anger management, grief, coping strategies, etc. Assists in analysis of learning problems for students with the ED designation and helps the school staff, child, and parent develop a course of action Provide mental health information to families Participates in SST's to advocate for appropriate services and interventions to maximize student's academic performance Provide individual or group counseling sessions for targeted students related to psychological problems interfering with academic, behavioral or social/emotional growth (IN 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Materials and supplies determined by the individual departments as needed to complement, enhance, and enrich their communication to address standards for all students, including the needs of ELs and African American students. Departments include: education specialists, electives, English, health, history, math, physical education, and science. (SM 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
To support students with learning loss from the pandemic and provide additional time for teachers students to receive the additional support teachers will be paid up to 4.5 hours to teach Saturday School (IN 10)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Work with students who are chronically absent and/or need additional support to provide community services related to health and well being. (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
In addition to monitoring student achievement, attendance, and behavior, the assistant principal will provide supplemental math PD to staff and targeted math support to all math teachers with high teacher accountability. The AP will Lead and monitor the implementation of Safe & Civil strategies. Create and monitor behavior interventions and systems. Supervise math instruction and plan and implement professional development with high teacher accountability (IN 6)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Recreation Aides will provide supervision for students before/during school and assist with locker room supervision. (IN 9)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. • Reading and writing analysis grounded in evidence from text. • Regular practice with reading and producing complex text and its academic vocabulary with intensity. <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Formative and Interim assessments within the grade level Unit in both Reading and Writing, including:</p> <p>A cold-read Unit assessment, which assesses whether students can read "new" text(s) and apply the same level of understanding and mastery of the CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level - NewsELA</p> <p>Thinking Maps</p> <p>ELLevation</p> <p>iReady</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>At least 3 pieces of processed writing that include the three writing genres, and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Write from the Beginning & Beyond supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Thinking Maps</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice.</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in:</p> <ul style="list-style-type: none"> • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>SBAC Summative Assessment (Grade 6-8)</p>	<p>Content area textbooks and online resources from Big Ideas Mathematics</p> <p>Khan Academy</p> <p>LBUSD Supplemental Instructional Resources</p>

Accountability Measure 1: Increase Achievement

Interventions

Interventions

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
<p>High Stress levels from pandemic Increase requests for student support Culture-Climate Survey (Student-Staff) 30, SEL Survey 50, Other 20</p>	<p>Many of our students experience trauma in their lives and are in need of services. The additional school psychologist services would provide help to those students experiencing trauma. The school psychologist would also hold specialized groups, such as an anger management, grief, coping strategies, etc. Assists in analysis of learning problems for students with the ED designation and helps the school staff, child, and parent develop a course of action Provide mental health information to families Participates in SSTâ€™s to advocate for appropriate services</p>	<p>All Students, Identified At-Risk Students</p>	<p>Title 1 \$33,409 Psychologist .2 FTE - Title 1 100%</p>	<p>08/15/2023 - 06/30/2024 Daily</p>	<p>20% School Psychologist</p>	<p>CORE Survey data Culture-Climate Survey (Student-Staff) 30, SEL Survey 50, Other 20</p>

<p>and interventions to maximize student's academic performance Provide individual or group counseling sessions for targeted students related to psychological problems interfering with academic, behavioral or social/emotional growth</p>					
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<p>Build student leadership Enhance culture/climate - more restorative Lower suspensions and improve communication through conflict SBAC ELA 50, Suspension/Expulsion Rate 30, Basic Services 20</p>	<p>Teacher on special assignment to enhance the culture/climate through the facilitation of community building circles, re-entry circles, & harm/conflict circles. Support the shift in culture from the mindset and continued use of traditional discipline practices to a restorative mindset. Develop student agency in student leaders and building capacity in them to facilitate student community circles. Work with staff to build community with students and each other</p>	<p>All Students, African-American, English Learners</p>	<p>Title 1 \$163,656 Teacher on Special Assignment (TOSA) 1 FTE - Title 1 100%</p>	<p>08/15/2023 - 06/30/2024 Daily</p>	<p>TOSA</p>	<p>Suspension data CORE survey data Student leadership opportunities SBAC ELA 50, Suspension/Expulsion Rate 30, Basic Services 20</p>
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<p>High teacher turnover in math - little to no teacher efficacy Low math scores Rebuild culture climate with Safe & Civil Systems Support academic achievement of BIPOC students SBAC Math 40, Algebra Participation/Pass 10, Core Curriculum 50</p>	<p>In addition to monitoring student achievement, attendance, and behavior, the assistant principal will provide supplemental math PD to staff and targeted math support to all math teachers with high teacher accountability. The AP will lead and monitor the implementation of Safe & Civil Strategies, create and monitor behavior interventions and systems, supervise math instruction and plan and implement professional development with high teacher accountability</p>	<p>All Staff, All Students</p>	<p>LCFF \$94,831 Title 1 \$94,832 Asst. Principal Middle 1 FTE - LCFF 50%; Title 1 50%</p>	<p>08/15/2023 - 06/30/2024 Daily</p>	<p>Principal</p>	<p>Safe & Civil Action Team feedback Department (math) feedback SBAC Math 40, Algebra Participation/Pass 10, Core Curriculum 50</p>
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
No Data.	Visit feeder schools and present a multimedia presentation to 5th grade students. The presentation highlights Washington policies, programs, clubs, and student activities. Informational Night for parents of potential incoming students in January and a 6th Grade Orientation in August, which includes presentation and tour. Washington will foster partnerships with feeder elementary schools in order to create recruitment opportunities which include parent dinners, student visits, and more. Washington will also share programs and information at annual Education Celebration.	Washington Middle School's staff visit 8th grade classrooms to inform students on their options and procedures for high school enrollment. Counselors work directly with students to complete their high school applications via ParentVue. Facilitate parent nights to support parents through the process, High school counselors visit 8th grade classes to program schedules for all incoming freshman. Counselors from Cabrillo and Poly give recruitment presentations for all 8th grade students. Additional information about each high school is displayed on a large bulletin board outside the counselor's office.

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
No supplemental budgeted items have been approved.					

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
<p>There is a need for more student interaction with the content and student engagement during our informal observations and Internal Learning Walks.</p> <p>We have scheduled Internal Learning Walks throughout the year, to provide the administrative team and teachers ample opportunities to reflect on what students are learning, learning strategies, student interaction with the content, and student engagement.</p>	<p>Internal Learning Walks Grab & Go Informal Classroom Observations</p> <p>Purpose: to bring administrative team and teachers beyond their own classrooms to observe learner-centered practices and bright spots in classroom environments, celebrate strengths, and identify trends to inform future support.</p>	No cost	On going throughout the year	Administrative Team Leadership Team Department Leads Teachers	ILW Observational Tool

<p>To align teacher practices with the 2035 Vision of the LBUSD Strategic Plan. To promote teacher collaboration (vertical and horizontal lesson planning) practices.</p> <p>To promote and foster Culture Responsive Teaching practices to ensure that ALL students have access to core content.</p> <p>To promote inclusion and target subgroups that require additional supports.</p>	Quality Core Instruction	No cost - Funded by district funds	Ongoing throughout the year	All teachers & AP Administrators	Implementation of best practices and research-based instructional strategies. Align instruction with the standard being taught and ensure academic rigor.
Provide appropriate and intentional use of scaffolds to our EL students (newcomer, EL and LTEL students).	ELLevation	No cost	November 7-9, 2023 Ongoing Training throughout the year	Nancy Lopez-Hernandez	PD Agenda Teacher Lesson Plans Student Anchor Samples

<p>There is a clear need for teachers to receive targeted support in both ELA instruction to improve student performance on SBAC, i-Ready and Interim Assessments.</p> <p>Additionally, all ELA and History teachers are provided trainings and support through the LBSIN meetings and trainings.</p>	<p>During ELA release days, ELA teachers will engage in purposeful and targeted PD to support them in the following targeted areas of growth:</p> <ol style="list-style-type: none"> 1. Training on SBAC sentence stem/target speaking 2. Teachers to implement SBAC language in classroom and during instruction. 3. Clarity around goal setting among teachers. 	<p>LCFF - \$13,887.00</p>	<p>Ongoing throughout the year</p>	<p>Dr. Trinisha Williams Ms. Porsha Smith Nancy Lopez-Hernandez</p>	<p>PD Agenda PDSA Cycle LBNSI Monthly Meetings Teacher Conferences Leadership Team Meetings Administration Team Meetings Data Chats with Teachers Data Analysis - monthly meetings Goal Setting Conferences</p>
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<p>Focus on growth in the area of math. Teachers will receive targeted PD and support to effectively plan and deliver math instruction that includes alignment with standard and academic rigor for all students.</p> <p>Provide additional time for teachers to receive additional professional development, analyze student achievement data, plan, update, and work through department action plans</p> <p>Focusing on U2 - Equitable Instruction.</p>	<p>Math Release Days - PD support in the implementation of IAB assessments.</p> <p>Teacher collaboration and planning</p> <p>Data Analysis - goal setting</p> <p>Action Plan: Exit/Entry Embedded DOK</p>	<p>LCFF - \$13,887.00</p> <p>Release days</p> <p>Substitutes</p>	<p>Ongoing throughout the year</p>	<p>D. Manole</p>	<p>Data Chats with Teacher, Leadership and Administration Team</p> <p>Collection and analyze data on a monthly basis</p> <p>Classroom observations</p> <p>Shared collaboration and planning</p>
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Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Teachers and administrative support staff actively engage in committees to foster and nurture teacher involvement. WMS currently has the following Action Team Committees:

Ed. Specialist Support: By the end of June 2024, Ed. Specialists will use co-teaching models and plan for all learners using specific learning intentions.

Safe & Civil: Develop systems to reach our attendance goal(s)

Safety, Social Emotional Learning, and School Navigator Success Planning: Explore Bullying Prevention Strategies while supporting students' SEL during Wolf Den using success planning.
By the end of June 2024, our climate of support for academic learning will improve by 3%, as noted on the core survey.

Sense of Belonging for Students and Staff:
Student Goal: Encourage students to participate in school activities, clubs, leadership, heritage months activities, sports, YBS, etc.
Staff Goal: Have more social mixers, create more opportunities to get to know each other, celebrate each other and their milestones

WMS Leadership Team is a group of teachers and administrators who collaborate, set goals, problem-solve, innovate, reflect, and learn, all to support a comprehensive and coherent implementation of Quality Core Instruction at the school site. Effective Instructional Leadership Teams understand that their work has an impact on the site and is impacted by other stakeholders working towards a shared district vision for excellence and equity.

Department Meetings - all teachers attend monthly departmental meetings where data is analyzed, goal-setting occurs, and teacher collaboration for lesson planning occurs.

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
<p>Increasing parental engagement is a great need here at the school site. Over the past five years +, there has been little parent involvement actively engaged in ELAC, school activities and other major school functions that need the support of parents.</p> <p>SMART Goal: By the end of the school year, we aim to have 50% of parents attending at least one or more parent meetings, and school events by implementing research-based best practices and strategies.</p> <p>Increasing parental engagement has been shown to positively impact student success and school community cohesion, aligning with the school's mission.</p>	<p>Families Learning Together (curriculum will be purchased to provide workshops that will build capacity to support parents on how to assist their children with academic support). Purchase workbooks for the 8-week course series.</p> <p>Parenting Partners & Calm & Kind Family Program Will conduct 21 workshop modules for parents to attend. Topics to include:</p> <ol style="list-style-type: none"> 1. Positive Parenting - Success Starts at Home 2. Creating Confident Kids 3. Communication that Works 4. Creating Structure for Achievement 5. Discipline-Practice for Success 6. Tools for increasing emotional regulation and social-emotional learning 7. Best brain-based and trauma-informed practices. 	<p>Title I - 50% FTE - \$85,379.00</p> <p>Title I - Parental Involvement</p> <p>\$20.00 each workbook X 25= \$500.00</p> <p>No funds needed as the district will be provided the curriculum and training for the WMS Team</p>	<p>Goal will be achieved within the current school year.</p>	<p>Parent/Community Facilitator</p>	<p>Best Practices to Increase Parental Engagement</p> <ol style="list-style-type: none"> 1. Regular communication to ensure that parents receive regular, clear, and concise communication about school events, policies, and their child's progress. This can include newsletters, emails, and text messages. 2. Family Outreach and Workshops on topics that interest and benefit parents, such as academic support at home, understanding standardized testing, or promoting positive behavior at home. 3. Parental Involvement Committees to allow parents to be directly

	<p>Provide a contract to 2 LACOE parent consultants to provide Cultural & Pride Workshops (include hands-on projects) materials included in the contract.</p> <p>Invite a guest speaker to conduct a parent workshop "Diciplina con Amor" - Tony Orozco</p>	<p>\$1,000.00 contract X 2 parent consultants</p> <p>Total Amount \$2,000.00</p>			<p>involved in decision-making processes, school activities, and policy development.</p> <p>4. Open Houses and Back-to-School Night events where parents can visit the school, meet teachers, and learn about the curriculum and extracurricular activities.</p> <p>5. Technology Integration to utilize online platform (Parent Vue, Canvas and other platforms and apps to facilitate easy access to school information, homework assignments, grades, and communication with teachers.</p> <p>6. Cultural Sensitivity to recognize and respect the diverse cultural background of parents, making efforts to engage with them in culturally sensitive ways.</p> <p>7. Feedback</p>
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				<p>Mechanisms to create avenues for parents to provide feedback and suggestions, and ensure that their concerns are addressed in a timely manner.</p> <p>8. Recognition and Appreciation to acknowledge and appreciate parental engagement through awards, recognition ceremonies, or thank-you notes.</p> <p>9. Community Partnerships to collaborate with local businesses and organization to provide resources, services, and incentives for parents to get involved.</p> <p>Parent Facilitator will conduct parent focus groups, interviews, surveys to report that these efforts have increased parental engagement.</p>
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School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	498171
Title I Parent and Family Involvement (3008)	7903

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	115640

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Roshann Williams	06-13-2025
Staff	Classroom Teacher	Erin Antes	06-13-2025
Staff	Classroom Teacher	Luz Ochoa	06-13-2025
Staff	Classroom Teacher	Rosio Osuna Urrutia	06-13-2025
Staff	Classroom Teacher	Elaine Edwards	06-30-2024
Staff	Non Classroom Teacher	Dr. Trinisha Williams	06-13-2025
Community	Parent	Elena [REDACTED]	06-13-2025
Community	Parent	Rebeca [REDACTED]	06-13-2025
Community	Parent	Lilia [REDACTED]	06-13-2025
Community	Student	[REDACTED]	06-13-2024
Community	Student	[REDACTED]	06-13-2024
Community	Student	[REDACTED]	06-13-2024

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Rebecca [REDACTED]
DELAC Representative	Parent of EL Student (required)	Lilia [REDACTED]
Principal or Designee	Staff Member (required)	Martha Ensminger
Secretary	Parent of EL Student (required)	Indira [REDACTED]

Name	Representing
Ana [REDACTED]	Parent of EL Student
Cecilia [REDACTED]	Parent of EL Student
Dalia [REDACTED]	Parent of EL Student
Leonor [REDACTED]	Parent of EL Student
Maria [REDACTED]	Parent of EL Student
Maria [REDACTED]	Parent of EL Student
Maria [REDACTED]	Parent of EL Student
Teresa [REDACTED]	Parent of EL Student
Virginia [REDACTED]	Parent of EL Student

Yaneth



Parent of EL Student

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/01/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<ol style="list-style-type: none"> 1. Site to provide supplemental instruction in the area of ELD either after school or at Saturday School. The focus should be on listening for grades 7 and 8 and reading and writing across all grade levels. This recommendation is based on the 2022-23 ELPAC Summative Data. 2. A focus must be on targeting Long-Term English Learners as a top priority. Instruction should include academic vocabulary development, reading comprehension and writing skills (rhetoric and conventions) to ensure students are able to understand the content. 3. Provide after-school homework support to ELL and newcomer students staffed by teachers that can meet the needs of these students who have specific identified needs. 4. Differentiated instruction needs to take place in ALL classrooms to ensure that teachers who have ELL students in their classrooms have both identified and are addressing each student's academic needs. 5. For ELL students who are attending Saturday School, they are recommending that tea

4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades CELDT/ELPAC Results Reclassification Data Other: Based on i-Ready Diagnostic #1 data
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/01/2023
6. What was SSC's response to ELAC recommendations?	School site council will consider your recommendations with a focus on providing support to our identified ELL and especially our high number of Long-Term English Learners. SSC will discuss ways in which we can support your recommendations to ensure that we are meeting the needs of all of ELL students. In addition, SSC will consider ways in which we can support the implementation of Saturday School for our Long-Term English Learners specifically targeting mathematics and reading comprehension and writing development. The SSC will also discuss ways we can support with documentation for Saturday School funds and supporting the proposals to use Title I Parent Involvement Funds.

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/01/2023
2. The SSC approved the **Home-School Compact** on 10/17/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/17/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/28/2023, 09/28/2023
5. SSC Participated in the Annual Evaluation of SPSA: 11/14/2023
6. The SPSA was approved at the following SSC Meeting: 11/14/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI) -

Washington Middle School -

If ATSI, identify subgroups:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input checked="" type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input checked="" type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students were included in the SPSA, with a particular focus on student groups led to the CSI/ATSI identification.

SSC conducted a thorough needs assessment based on data to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC 11/14/2023

Signature of Principal

Signature of SSC Chair

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA. Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved. Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA. However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA. However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Support for Schools as Identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- * **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- * **Classroom Visits:** School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- * **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- * **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



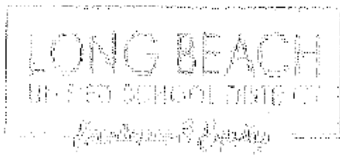
Washington Middle School
 1450 Cedar Avenue
 Long Beach, CA 90813



**2023-2024
 SCHOOL-HOME COMPACT**

The staff and parents/guardians at Washington Middle School have high expectations of the students and themselves. To provide the highest quality instructional program to the students at Washington Middle School, the staff and parents/guardians agree to implement the following activities:

<u>Washington Middle School</u>	<u>Parents/Guardians and Students</u>
<ul style="list-style-type: none"> • Washington Middle School will focus its resources on improving the literacy level for all students. • Washington Middle School will provide an academic program that is rigorous and challenging. • Washington Middle School will identify students with special needs and work with parents to plan appropriate interventions. • Washington Middle School will recognize positive behavior and issue consequences for misbehavior. • Washington Middle School staff will be positive role models for students. • Washington Middle School will provide parenting and other classes for parents to build their capacity to support their students at home. • Washington Middle School staff will communicate with parents/guardians on an ongoing basis regarding the academic success of their children. • Washington Middle School will involve parents/guardians in the school's governance. • Washington Middle School teachers will post accurate student progress on Canvas at least every two weeks and provide school updates and information via School Messenger. 	<ul style="list-style-type: none"> • Parents/Guardians will ensure students come to school <u>on time and only miss when they are very ill (fever, vomiting, etc.)</u>. Students experiencing symptoms should follow guidelines for COVID-19 before returning to school. • Parents/Guardians will send students to school wearing uniforms and IDs daily, with planners, backpacks, and supplies, prepared and ready to learn. • Parents/Guardians will read to students at least 15 minutes a night, and students will read on their own 30 minutes every night. • Parents/Guardians will attend parent/teacher conferences upon request, Back to School Night, Open House, and Family activities. • Parents/Guardians will provide a quiet place for students to do homework and assist them if needed. • Parents/Guardians will be supportive, communicate, and work with the teachers to solve students' learning and/or discipline problems. • Parents/Guardians will visit the school and classes as often as possible and volunteer their time whenever possible. • Parents and students will register for Canvas ParentVue and check students' progress as often as possible. WMS will provide technology support to parents with issues navigating ParentVue and Canvas.



Washington Middle School
1450 Cedar Avenue
Long Beach, CA 90813



Dr. Reshann Williams, Principal

SSC Approval Date on: 10/17/2023



Escuela Intermedia de Washington
 1450 Cedar Avenue
 Long Beach, CA 90813



2023-2024

COMPACTO ENTRE LA ESCUELA Y HOGAR

El personal y los padres/tutores de la Escuela Intermedia Washington tienen altas expectativas de los estudiantes y de ellos mismos. Para brindar un programa de instrucción de la más alta calidad a los estudiantes de la Escuela Intermedia Washington, el personal y los padres/tutores acuerdan implementar las siguientes actividades:

<u>Escuela Intermedia de Washington</u>	<u>Padres/tutores y estudiantes</u>
<ul style="list-style-type: none"> • La Escuela Intermedia de Washington centrará sus recursos en mejorar el nivel de alfabetización de todos los estudiantes. • La Escuela Intermedia de Washington proporcionará un programa académico que es riguroso y desafiante. • La Escuela Intermedia de Washington identificará a los estudiantes con necesidades especiales y trabajará con los padres de familia para planificar intervenciones apropiadas. • La Escuela Intermedia de Washington reconocerá el comportamiento positivo y emitirá consecuencias por el mal comportamiento. • El personal de la Escuela Intermedia Washington será un modelo positivo para los estudiantes. • La Escuela Intermedia de Washington ofrecerá clases para padres y otras clases para que los padres desarrollen su capacidad de apoyar a sus hijos/as en casa. • El personal de la Escuela Intermedia de Washington se comunicará con los padres/tutores de manera continua con respecto al éxito académico de sus hijos. • La Escuela Intermedia de Washington involucrará a los padres/tutores en el gobierno de la escuela. • Los maestros de la Escuela Intermedia de Washington publicarán el progreso exacto de los estudiantes en Canvas al menos cada dos 	<ul style="list-style-type: none"> • Los padres/tutores se asegurarán de que los estudiantes vengan a la escuela <u>a tiempo y sólo faltan cuando están muy enfermos (fiebre, vómitos, etc.)</u>. Los estudiantes que experimenten síntomas deben seguir las pautas para COVID-19 antes de regresar a la escuela. • Los padres/tutores enviarán a los estudiantes a la escuela con uniformes e identificaciones <u>a diario</u>, con agendas, mochilas y útiles, preparados y listos para aprender. • Los padres/tutores leerán a los estudiantes al menos 15 minutos por noche y los estudiantes leerán solos 30 minutos <u>cada noche</u>. • Los padres/tutores asistirán a las conferencias de padres/maestros previa solicitud, la noche de regreso a clases, la jornada de puertas abiertas y las actividades familiares. • Los padres/tutores proporcionarán un lugar tranquilo para que los estudiantes hagan la tarea y los ayuden si es necesario. • Los padres/tutores brindarán apoyo, se comunicarán y trabajarán con los maestros para resolver los problemas de aprendizaje y/o disciplina de los estudiantes. • Los padres/tutores visitarán la escuela y las clases con la mayor frecuencia posible y ofrecerán su tiempo como voluntarios siempre que sea posible. • Los padres y estudiantes se registrarán en Canvas y ParentVue y verificarán el progreso de los estudiantes con la mayor frecuencia posible.



Escuela Intermedia de Washington
1450 Cedar Avenue
Long Beach, CA 90813

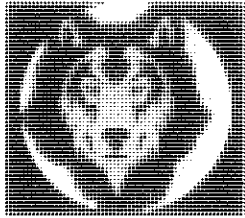


semanas y brindarán actualizaciones e información escolar a través de School Messenger.	WMS brindará soporte tecnológico a los padres que tengan problemas para navegar por ParentVue y Canvas.
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Dr. Rashann Williams, Principal

SSC Approval Date on: 10/17/2013



Washington Middle School
1450 Cedar Avenue
Long Beach, CA 90813
(562) 591-2434

We are Humanitarians who Overcome with Wisdom and Leadership

2023-2024 Parental Involvement Guidelines

As a school receiving Title I, Part A funds, Washington Middle School Site Council members have jointly developed and distributed the Parental Involvement Guidelines to parents of participating students in Washington. The Parent Involvement Guidelines include the information required by section 1118(b) of the Elementary and Secondary Education Act (known as ESEA). This document establishes Washington Middle School's expectations for parent involvement and describes how the school will implement specific parent involvement activities. The Home-School Compact is incorporated into the Guidelines for Parental Involvement in School.

PART I. Washington Middle School agrees to implement the following requirements:

- Develop jointly with parents, distribute to parents of participating students in the school.
- Parental involvement guidelines agreed upon by the school and parents of participating students.
- Notify parents of the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent possible, distribute these Guidelines to parents in a language that parents can understand.
- Make the Guidelines for Parent Involvement in school available to the local community.
- Periodically update the School Parent Involvement Guidelines to meet the changing needs of parents and the school.
- Adopt the school's school-parent compact as a component of its School Parent Involvement Guidelines.
- You agree to be bound by the following legal definition of parental involvement and will carry out programs, activities, and procedures per this definition:

PART II. Description of how the school will implement the required components of the school's parent involvement guidelines

1. Washington Middle School will take the following steps to involve parents in the joint development and joint agreement of its School Parent Involvement Guidelines and its school plan, if applicable, in an organized, continuous, and timely manner under section 1118 (b) from ESEA:
 - Attendance at one of the district trainings or in-school training. Topics include:
 - i. Responsibilities and functions of the School Site Council (SSC) and its members
 - ii. Composition of the School Council (SSC)
 - iii. Budget Considerations
 - iv. Single Plan for Student Achievement
 - v. Role of the English Learner Advisory Committee (ELAC) and other Advisory Committees

Schedule a meeting with SSC and ELAC parents to review the previous year's guidelines and parent involvement activities outlined in the Single Plan for Student Achievement.

- Invite other parents and interested parties to attend the meeting
- Advertise in the Title I newsletter, on Back-to-School Night, through School Messenger, School Loop, and personal invitations from the Parent Facilitator to attend such meetings.
- Review the Single Plan for Student Achievement and, as a group, note changes and make necessary adjustments (deletions or additions).
- Write or update Parent Involvement Guidelines and Home-School Compact.
- Oral and written translations will be available to Spanish and Khmer parents for discussions.

2. Washington Middle School will take the following steps to distribute the school's Parent Involvement Guidelines to parents and the local community:

- At an SSC and ELAC meeting
- **Newsletter Section**
- Title I Annual Meeting
- Main office desk
- Back to School Night
- Canvas and ParentVue
- School website, parent section
- Parent-teacher conferences

3. Washington Middle School will periodically update its school's Parent Involvement Guidelines to meet the changing needs of parents and the school:

- At the SSC and ELAC meetings at the beginning of the school year.
- Parent Information Meetings
- The School Site Council must vote to approve guidelines.

4. Washington Middle School will convene an Annual Title I Public Meeting to inform parents of the following:

- Title I requirements: how Title I funds are used at this school, and the right of parents to participate
- Meetings offered (have a flexible number of sessions at different times)
- Notifications/flyers sent home in a language parents understand
- Announcements made on the school marquee, through Canvas and School Messenger
- Incentives and refreshments provided

5. Washington Middle School will provide updated information to parents regarding Title I programs throughout the school year:

- Newsletter section
- At the front office counter
- At SSC, ELAC meetings, and other parent meetings (PTA/PTO/CAAP, etc..)
- Canvas
- School Messenger Notifications
- ParentVue
- Workshops for parents
- Meetings on different days and times.

6. Washington Middle School will provide parents with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to achieve. The school will also provide opportunities for regular meetings to make suggestions and participate, as appropriate, in decisions related to your children's education:
 - At the Annual Title I Meeting
 - School website, parent section
 - Front Office Flyer Rack
 - Canvas panel
 - SSC, ELAC meetings, and other parent meetings/workshops
 - Parent-teacher conferences
 - Back to School Night
 - Parent Bulletin Board
 - District Parent Resource Center Monthly Workshop Calendars
 - District Parent Education Website
 - ParentVue
 - Canvas Global Announcements
 - School messenger
 - On social networks

7. Washington Middle School will coordinate and integrate parent engagement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support parents to participate more fully in their children's early education by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/Publicity of District Kindergarten Festivals

8. Washington Middle School will forward to the district any parent comments on the school-wide plan under section (1114)(b)(2) if it is not satisfactory to the parents of participating children:
 - At School Site Council, ELAC, and parent meetings

PART III. Shared responsibilities for high academic performance of students

1. Washington Middle School will build the capacity of schools and parents for strong parent involvement to ensure effective parent involvement and support a partnership between the involved school, parents, and the community to improve the achievement and academic performance of students through the following activities specifically described below:
 - District training offered for parents and staff
 - On-site parent education workshops
 - Parent-teacher conferences
 - Monthly parent workshop calendars posted on the district website
 - DCAC, DELAC, and other district parent forums/meetings
 - District Website Resources: Click "P" for Parent Involvement / Parent University

2. Washington Middle School will incorporate the Home-School Compact as a component of its School Parental Involvement Guidelines:

- Describes the shared responsibility of the home, school, and student for academic achievement
 - Developed, discussed, and reviewed at the first SSC and ELAC meetings
 - The School Site Council must vote to approve the compact
 - Distributed to parents;
 - Posted on the parent bulletin board in the relevant languages
 - Published on the school website in the parent section in the relevant languages
3. Washington Middle School, with the assistance of its district, will assist parents of students served by the school in understanding topics such as the following
- State Academic Content Standards (known as Common Core State Standards)
 - State and local academic assessments, including alternative assessments
4. Washington Middle School, with the assistance of its district, will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy and technology use, as appropriate, to encourage parental involvement, by:
- Workshops for parents:
 - "Parent Conferences/Study Skills"
 - "Understanding the Common Core State Standards"
 - "Learning styles"
 - "Discipline,"
 - "Self-esteem and Personal Growth"
5. Washington Middle School, with its district's and parents' assistance, will educate its teachers and other staff on how to reach, communicate, and work with parents as equal partners in the value and usefulness of parental contributions, and how to implement and coordinate parenting programs and create links between parents and schools by:
- Teacher/Staff Training
 - District Monthly Subscriptions/Publications "Ideas Staff Can Use"
 - Teacher/Staff Training
 - Parents as Teacher Partners
 - Positive communication with parents
 - Understanding and Teaching Students from Different Cultures
 - Reaching "Hard to Reach" Parents
 - Parenting Partners Program
6. To the extent possible and appropriate, the school will take the following steps to ensure that information related to school and parenting programs, meetings, and other activities is sent to parents of participating students in a format understandable and uniform. including alternative formats upon request and, to the extent possible, in a language parents can understand:
- Translations are available for all materials/notifications sent to parents.
 - Listening devices will be provided to parents for interpretation purposes.
 - Separate meeting times and/or designated language meeting locations will be designated to accommodate parents.

PART IV. Discretionary School Parent Involvement Guidelines Component

USE: The Guidelines for Parental Involvement at School may include additional discretionary activities that list and describe other discretionary activities that the school, in consultation with parents, chooses to undertake to build the capacity of parental involvement in the school to support the academic achievement of their children, such as the following discretionary activities listed in the section 1118(e) of the ESEA:

- Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions;
- Involve parents in developing training for teachers, principals, and other educators to improve the effectiveness of that training;
- Provide necessary parent literacy training with Title I, Part A funds if the school district has exhausted all other reasonably available funding sources for that training;
- Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to allow parents to participate in school-related meetings and training sessions;
- Train parents to improve the involvement of other parents;
- To maximize parental participation and involvement in their children's education by hosting school meetings at a variety of times or holding home conferences between teachers or other educators who work directly with participating children, with parents who cannot attend those lectures at school;
- Adopt and implement model approaches to improve parent involvement;
- Establish a district-wide parent advisory council (DCAC) to provide advice on all matters related to parent involvement in Title I, Part A programs;
- Develop appropriate roles for community organizations and businesses, including faith-based organizations, in parent engagement activities and
- Provide other reasonable support for parent involvement activities under section 1118 as requested by parents.

* * * * *

PART V. ADOPTION

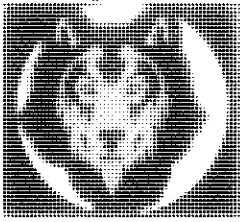
These Washington Middle School Parental Involvement Guidelines have been jointly developed and agreed upon by parents of children participating in Title I, Part A programs. The Guidelines were adopted by members of the School Site Council on October 23, 2023, and will be valid for 1 year. The school will distribute the Guidelines to all parents on or before October 31, 2023. Washington Middle School will provide a copy of these Guidelines to parents in a language that parents can understand.



Signature of Principal

10/18/2023

Date



Washington Middle School
1450 Cedar Avenue
Long Beach, CA 90813
(562) 591-2434

We are Humanitarians who Overcome with Wisdom and Leadership

2023-2024

Pautas para la Participación de los Padres de Familia

Como escuela que recibe fondos del Título I, Parte A, los miembros del Concilio Escolar de la Escuela Secundaria de Washington han desarrollado y distribuido conjuntamente las Pautas para la participación de los padres de familia a los padres de los estudiantes de la Escuela Washington. Las Pautas de Participación de los Padres de Familia incluyen la información requerida por la sección 1118 (b) de la Ley de Educación Primaria y Secundaria (ESEA- según sus siglas en inglés). Este documento establece las expectativas de la Escuela Intermedia de Washington para la participación de los padres y describe cómo la escuela implementará una serie de actividades específicas de participación de los padres de familia. El Pacto entre el hogar y la escuela está incorporado en las Pautas para la Participación de los Padres en la escuela.

PARTE I. La Escuela Intermedia Washington acepta implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres y distribuir a los padres de los estudiantes de la escuela
- Directrices de participación de los padres que acuerdan la escuela y los padres de los estudiantes.
- Notificar a los padres sobre las Pautas de participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a los padres en un idioma que los padres puedan entender.
- Poner a disposición de la comunidad local las Pautas para la participación de los padres en la escuela.
- Actualizar periódicamente las Pautas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- Adoptar el pacto escuela-padres de la escuela como un componente de sus directrices de participación de los padres en la escuela.
- Acepta registrarse por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II. Descripción de cómo la escuela implementará los componentes requeridos de las Pautas de Participación de los Padres de Familia en la escuela

1. La Escuela Intermedia Washington tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas escolares de participación de los padres y su plan escolar, si corresponde, de manera organizada, continua y oportuna bajo la sección 1118 (b) de la ESEA:
 - Asistencia a una de las capacitaciones del distrito o capacitación en la escuela. Los temas incluyen:
 - i. Responsabilidades y funciones del consejo del sitio escolar (SSC) y sus miembros
 - ii. Composición del Concilio Escolar del Plantel (SSC- según sus siglas en inglés)

- iii. Consideraciones presupuestarias
- iv. Plan Único para el Rendimiento Académico del Estudiantil
- v. Rol del Comité Asesor de Aprendices de Inglés (ELAC) y otros Comités Asesores

Planificar una reunión con los padres de SSC y ELAC para revisar las pautas del año anterior y las actividades de participación de los padres descritas en el Plan Único para el Rendimiento Académico Estudiantil

- Invitar a otros padres y partes interesadas a asistir a la reunión
- Anunciar en el boletín informativo de Título I, en la noche de regreso a la escuela, a través de School Messenger, School Loop e invitaciones personales del personal de la escuela que trabajará y apoyará a los padres de familia
- Revisar el Plan Único para el Rendimiento Académico Estudiantil y, como grupo, anotar los cambios y hacer los ajustes (eliminaciones o adiciones) según sea necesario.
- Escribir o actualizar las Pautas de participación de los padres y los Pactos entre el hogar y la escuela
- Las traducciones orales y escritas estarán disponibles para los padres en español y camboyano (jémer) para permitir las discusiones.

2. La Escuela Intermedia Washington tomará las siguientes medidas para distribuir información a los padres de familia y la comunidad local las Pautas de participación de los padres de la escuela:

- En una reunión de SSC y ELAC
- Sección de Newsletter
- Reunión Anual de Título I
- Mostrador de la oficina principal
- Noche de regreso a la escuela
- Lienzo y ParentVue
- Sitio web de la escuela, sección para padres
- Conferencias de padres y maestros/as

3. La Escuela Intermedia Washington actualizará periódicamente las Pautas de participación de los padres de su escuela para satisfacer las necesidades cambiantes de los padres y la escuela:

- En las reuniones de SSC y ELAC al comienzo del año escolar.
- Reuniones informativas para padres de familia
- Durante reuniones del Concilio Escolar del Plantel (SSC) debe votar para aprobar las pautas

4. La Escuela Intermedia Washington convocará una Reunión Pública Anual del Título I para informar a los padres de familia de lo siguiente:

- Los requisitos del Título I; cómo se utilizan los fondos del Título I en esta escuela; y el derecho de los padres a participar
- Reuniones ofrecidas (tenga un número flexible de reuniones en diferentes horarios)
- Notificaciones/volantes enviados a casa en un idioma que los padres entiendan
- Anunciar y realizar en la marquesina de la escuela, a través de Canvas y School Messenger
- Se proporcionan incentivos y refrigerios

5. La Escuela Intermedia Washington proporcionará información actualizada a los padres de familia sobre los programas de Título I durante todo el año escolar:

- Sección de Newsletter
- En el mostrador de la oficina principal
- En SSC, reuniones de ELAC y otras reuniones de padres (PTA/PTO/CAAP, etc.)
- Lienzo
- Notificaciones de School Messenger

- * ParentVue
- * Talleres para padres de familia
- * Reuniones en diferentes días y horarios.

6. La Escuela Intermedia Washington proporcionará a los padres de familia una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. La escuela también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos:

- * En la Reunión Anual del Título I
- * Sitio web de la escuela, sección para padres de familia
- * Estante para volantes de la oficina principal
- * Panel de lienzo
- * SSC, reuniones de ELAC y otras reuniones/talleres para padres
- * Conferencias de padres y profesores
- * Noche de regreso a la escuela
- * Tablero de anuncios para padres
- * Calendarios mensuales de talleres de los Centros de Recursos para Padres del Distrito
- * Sitio web de educación para padres del distrito
- * ParentVue
- * Anuncios globales de Canvas
- * Mensajero escolar
- * En las redes sociales

7. La Escuela Intermedia Washington coordinará e integrará los programas y actividades de participación de los padres con Head Start, Early Reading First, programas preescolares públicos y otros programas que animen y apoyen a los padres a participar más plenamente en la educación temprana de sus hijos al:

- * Coordinación de Kindergarten de Transición en sitios seleccionados
- * Promoción/publicidad de los festivales de Kindergarten del Distrito

8. La Escuela Intermedia Washington enviará al distrito cualquier comentario de los padres sobre el plan de toda la escuela bajo la sección (1114) (b) (2) si no es satisfactorio para los padres de los niños participantes:

- * En el Concilio Escolar del Plantel (SSC), ELAC y reuniones de padres de familia

PARTE III. Responsabilidades compartidas para el alto rendimiento académico de los estudiantes

1. La Escuela Intermedia Washington desarrollará la capacidad de las escuelas y los padres de familia para que se brinde la participación de los padres, a fin de garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades específicamente descritas a continuación:

- * Capacitaciones del distrito ofrecidas para padres y personal
- * Talleres de educación para padres en el sitio
- * Conferencias de padres y maestros/as
- * Calendarios mensuales de talleres para padres publicados en el sitio web del distrito

- DCAC, DELAC y otros foros/reuniones de padres del distrito
 - Recursos del sitio web del distrito: haga clic en "P" para Participación de los padres
2. La Escuela Intermedia Washington incorporará el Pacto entre el Hogar y la Escuela como un componente de sus Pautas de Participación de los Padres de Familia en la Escuela:
 - Describe la responsabilidad compartida del hogar, la escuela y el estudiante en el logro académico
 - Desarrollado, discutido y revisado en las primeras reuniones de SSC y ELAC
 - El consejo del sitio escolar debe votar para aprobar el compacto
 - Distribuido a los padres;
 - Publicado en el tablón de anuncios para padres en los idiomas correspondientes
 - Publicado en el sitio web de la escuela en la sección para padres en los idiomas correspondientes
 - Firmado por el director, impreso en planificadores estudiantiles y firmado por los padres en planificadores.
 3. La Escuela Intermedia Washington, con la ayuda del distrito, brindará asistencia a los padres de los estudiantes para comprender temas como los siguientes:
 - Los estándares de contenido académico del estado (CCSS - según sus siglas en inglés)
 - Las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas
 4. La Escuela Intermedia Washington, con la asistencia del distrito, proporcionará materiales y capacitación para ayudar a los padres como pueden apoyar a sus hijos para mejorar el rendimiento académico, como alfabetización y uso de tecnología, según corresponda, para fomentar la participación de los padres y proveer los siguientes servicios:
 - Talleres para padres de familia, en temas de:
 - "Conferencias con los padres/habilidades de estudio"
 - "Comprensión de los Estándares Estatales Básicos Comunes"
 - "Estilos de Aprendizaje"
 - "Disciplina Positiva"
 - "Autoestima Personal"
 5. La Escuela Intermedia Washington, con la ayuda del distrito y los padres, educará a sus maestros y otro personal sobre cómo comunicarse y trabajar con los padres como socios iguales, en el valor y la utilidad de las contribuciones de los padres, y cómo implementar y coordinar programas para padres y crear vínculos entre los padres y las escuelas, al:
 - Capacitación para maestros/personal
 - Suscripciones/publicaciones mensuales del distrito "Ideas Staff Can Use"
 - Capacitación para maestros/personal
 - Padres como Maestros Socios
 - Comunicación positiva con los padres
 - Entendiendo y Enseñando a Estudiantes de Diferentes Culturas
 - Llegar a los padres "difíciles de alcanzar"
 6. La Escuela Intermedia Washington en la medida de lo posible y apropiado, tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, las reuniones y otras actividades se envíe a los padres de los estudiantes en un formato comprensible y uniforme incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender:

- * Las traducciones están disponibles para todos los materiales/notificaciones enviadas a los padres
- * Se proporcionarán dispositivos de escucha a los padres para fines de interpretación
- * Se designarán horarios de reunión separados y/o lugares de reunión con el idioma designado para satisfacer las necesidades de los padres de familia

PARTE IV. Componente de Pautas de Participación de los Padres de Familia en la escuela discrecional

NOTA: Las Directrices para la participación de los padres en la escuela pueden incluir párrafos adicionales que enumeran y describen otras actividades discrecionales que la escuela, en consulta con los padres, elige emprender para desarrollar la capacidad de participación de los padres en la escuela para apoyar el rendimiento académico de sus hijos, como la siguientes actividades discrecionales enumeradas en la sección 1118(e) de la ESEA:

- Pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de transporte y cuidado de niños, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela.
- Involucrar a los padres en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación;
- Proporcionar la capacitación de alfabetización necesaria para los padres con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiación razonablemente disponibles para esa capacitación;
- Pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de transporte y cuidado de niños, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela;
- Capacitar a los padres para mejorar la participación de otros padres; con el fin de maximizar la participación de los padres en la educación de sus hijos, organizando reuniones escolares en una variedad de horarios o realizar conferencias en el hogar entre maestros u otros educadores, que trabajan directamente con los estudiantes, con padres que no pueden asistir a esas conferencias en la escuela;
- Adoptar e implementar enfoques modelo para mejorar la participación de los padres;
- Establecer un Concilio Asesor de Padres del Distrito (DCAC) para brindar asesoramiento sobre todos los asuntos relacionados con la participación de los padres en los programas del Título I, Parte A;
- Desarrollar roles apropiados para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación de los padres; y
- Proporcionar otro apoyo razonable para las actividades de participación de los padres bajo la sección 1118 según lo soliciten los padres.

* * * * *

PART V - ADOPTAR

Estas Pautas para la Participación de los Padres de Familia de la Escuela Intermedia Washington han sido desarrolladas conjuntamente y acordadas por los padres de los estudiantes que participan en los programas del Título I, Parte A. Las Pautas fueron adoptadas por los miembros del Concilio Escolar del Plantel el 24 de octubre de 2023 y estarán vigentes por un período de un año. La escuela distribuirá las Pautas a todos los padres el 31 de octubre de 2023 o antes. La Escuela Intermedia

Washington cuando sea posible, proporcionará una copia de estas Fautas a los padres de familia en un idioma que los padres puedan entender.



Firma de la Directora
Dra. Roshann Williams

10/17/2023

Fecha de Aprobación

10/23/2023

Fecha de Distribución