



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Will Rogers Middle School	34-67447-6034870	May 11, 2021	September 28, 2021

## Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Schoolwide Program

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. This SPSA also serves as the site's Targeted Support and Improvement plan.

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);

- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

- Identified resource inequities include:
- Insufficient support for student with disabilities to access grade level math standards
  - Additional feedback and training needed to address suspension rates
  - Insufficient opportunities for staff to connect with students
  - Need for training OR personal that will allow staff to communicate with our most needy and absent families.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Connected School Communities

## LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

## SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall implementation of the strategies/activities and the overall effectiveness of the strategies were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences intended

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No anticipated changes will be made.

**2020-21**

**Identified Need**

Data results from the school survey indicate a need to continue to focus on connected school communities.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2020-21 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	baseline	Increase or maintain
Winter 2020-21 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	baseline	increase or maintain

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Award ceremonies and award certificates	All Students English Learners Low-Income Students Foster Youth Other	Parent Liaison	LCFF Supplemental Site Allocation	344	School year 2021-2022

1.2	Purchasing food for families during meetings and outreach process	All Students English Learners Low-Income Students Foster Youth Other	Vice Principal	LCFF Supplemental Site Allocation	300	School year 2021-2022
1.3	Parent Liaison	All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Parent Involvement	6470	School year 2021-2022
1.4	To engage ELL, Foster youth and low income students we are creating and supporting clubs. Supplemental funds will be used to purchase materials, shirts and food for running of programs that support student engagement and create a	All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation	9000	School year 2021-2022

	sense of belonging.					
1.5	Purchase agendas to allow for school to home communication	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	0	School year 2021-2022
1.6	.2 AVID EXCLL	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	25000	School year 2021-2022
1.7	Check and connect supports. Teachers and other staff will be paid to monitor students academic and social emotional well-being through a formal monitoring system.	All Students English Learners Low-Income Students Foster Youth Other	Tier 2 Lead	LCFF Supplemental Site Allocation	1,000	School year 2021-2022





# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Healthy Environments for Socio-Emotional Growth

## LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

## SPSA/Goal 2

All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

# Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall implementation of the strategies/activities and the overall effectiveness of the strategies were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences anticipated

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made

**2020-21**

**Identified Need**

Based on data such as surveys, attendance rate, and suspension rate there is still a need to focus on healthy environments for social emotional growth.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
School Climate Survey	baseline	Increase or maintain
Attendance Rate	baseline	Increase or maintain
Suspension Rate	baseline	Decrease or maintain

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Attendance team will create positive incentive activities to increase attendance.	All Students English Learners X Low-Income Students Foster Youth Other	Attendance team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	School year 2021-2022
2.2	Develop and support patterns of	X All Students English Learners Low-Income Students	Administration	Title I Part A Site Allocation	3750	School year 2021-2022

	<p>regular attendance for all students. Increase Attendance: Will Rogers Middle School Attendance Mission is to promote daily attendance and to assist students and their parents by eliminating barriers that hinder positive school attendance. Will Rogers uses Title 1 funds to provide money to pay for additional hours for our attendance clerk. The extra hours allows her to build relationships with students and parents.</p>	<p>Foster Youth Other</p>				
2.3	PBIS team collaboration	All Students English Learners Low-Income Students	PBIS team/Admin	Title I Part A Site Allocation	5,000	School year 2021-2022

		Foster Youth Other				
2.4	Positive incentives	X All Students X English Learners X Low-Income Students X Foster Youth Other	PBIS team	LCFF Supplemental Site Allocation	3,000	School year 2021-2022
2.5	Monetary supports for clubs. Supplies, and staff supervision of clubs. Including WEB, Student government and the BSU	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	2,000	School year 2021-2022
2.6		All Students English Learners Low-Income Students Foster Youth Other				
2.7	IYT Program	All Students English Learners Low-Income Students Foster Youth Other	IYT Leadership	LCFF Supplemental Site Allocation	5,000	School year 2021-2022



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engaging Academics

## LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

## SPSA/Goal 3

All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.  
We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall implementation of the strategies/activities and the overall effectiveness of the strategies were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes planned.

**2020-21**

**Identified Need**

Based on data such as SBAC, ELPAC, and school surveys, there is still a need for a focus on engaging academics

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
NWEA/Map testing	N/A	Increase or maintain
SBAC Math Scores Overall 2019 CA School Dashboard	N/A	Increase or maintain
SBAC ELA Scores Overall 2019 CA School Dashboard	N/A	Increase or maintain
ELPAC performance	N/A	Increase or maintain
Winter School Survey 2019-20 Climate of Support for Academic Learning. Percent strongly agree/agree overall.	N/A	Increase or maintain

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	.6 Math Support	All Students English Learners Low-Income Students	Administration	Title I Part A Site Allocation	92,800 22256	School year 2021-2022

		Foster Youth Other		1000-1999: Certificated Personnel Salaries LCFF Supplemen tal Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries		
3.2	.4 Reading/Writin g intervention	All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	50,000	School year 2021-2022
3.3	Writing conferences. 3x a year, teachers will leave the class and a sub will teach. Teachers will spend 1 day	All Students English Learners Low-Income Students Foster Youth Other	Admin/ELA Dept. chair	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	12,000	School year 2021-2022



	collaborating with peers to calibrate and 1 day pulling students from class while the sub teaches.					
3.4	Purchase 3 Instructional assistants to allow for targeted intervention and support.	All Students English Learners Low-Income Students Foster Youth Other		Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	150,000	School year 2021-2022
3.5	Supports for 30min intervention period. Supports will include training, collaboration and time for staff to review data and adjust intervention's as needed.	All Students English Learners Low-Income Students Foster Youth Other		Title I Part A Site Allocation	35000	School year 2021-2022
3.6	Provide additional high, middle school and K-8 school counseling services for	All Students English Learners Low-Income Students Foster Youth Other		Title I Part A Site Allocation	55981	School year 2021-2022

	parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor					
3.7	.4 Arts integration. Students in intervention classes will receive art	All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	44,398	School year 2021-2022
3.8	Ensure all English Learners receive Designated and Integrated English	All Students English Learners Low-Income Students Foster Youth Other	Principal, ELD Teacher	LCFF Supplemental English Learner Central 1000-1999: Certificated	106,856	School year 2021-2022

	Language Development daily (ELD).  0.80 ELD teacher			Personnel Salaries		
3.9	ELAC meeting support, documentation, communication .	All Students English Learners Low-Income Students Foster Youth Other	Principal, ELD Teacher	LCFF Supplemental Site Allocation		School year 2021-2022
3.10	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under	All Students English Learners Low-Income Students Foster Youth Other	.5 Counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	55,981	School year 2021-2022

	the framework of MTSS. .5 FTE Counselor					
3.11	Provide Assistance to administration and staff in developing, monitoring, and evaluating comprehensive school reform in accord with the "High Poverty, High Performance (HPHP)" readiness model for improving student achievement (Turnaround Challenge: Mass Insight 2007). Specific focus on three readiness areas: readiness to teach, readiness to learn, and	All Students English Learners Low-Income Students Foster Youth Other	Adm Instructional Specialist	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	157,988	School year 2021-2022

	readiness to act. 1.0 FTE AIS					
3.12	Pay all staff to meet outside of contract time to collaborate to increase All curricular scores on MAP and CAASP. This includes summer, before and after school.	All Students English Learners Low-Income Students Foster Youth Other	Department chairs	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	35,480	School year 2021-2022
3.13	ELA, Math, science and History departments will purchase supportive instructional materials. Renaissance Reading system Flocabulary Brain Pop	All Students English Learners Low-Income Students Foster Youth Other	Librarian	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	12,000	School year 2021-2022
3.14	Provide students with the opportunity to prepare for high school, college and	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services	53,428	School year 2021-2022

	career through AVID. .4 FTE AVID			(District Only) 1000-1999: Certificated Personnel Salaries		
3.15	Send staff, classified and certificated to national, state and local educational conferences. We will cover the registration cost, guest teachers, transportation, food and housing of conferences.	All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation 5800: Professiona I/Consulting Services And Operating Expenditur es	12000	School year 2021-2022
3.16	School supplies including art integration and band instructional materials and equipment.	All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemen tal Site Allocation	10,000 1000	School year 2021-2022

				4000-4999: Books And Supplies		
3.17	Purchase technology equipment including display/sound systems, individual devices, computers and accessories.	All Students English Learners Low-Income Students Foster Youth Other	Principal/Tech Liason	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemen tal Site Allocation 4000-4999: Books And Supplies	12000  1000	School year 2021-2022
3.18	Purchase ALL Will Rogers students 1 reading level appropriate book for home reading.	All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies		School year 2021-2022
3.19	Purchase books targeted for Will Rogers students.  Purchase appropriate	All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation 4000-4999: Books And Supplies		School year 2021-2022

	and engaging reading materials targeted at ELL students.					
3.20	Purchase 1 book for school wide book study.	All Students English Learners Low-Income Students Foster Youth Other	Admin	Title I Part A Site Allocation 4000-4999: Books And Supplies		School year 2021-2022
3.21	Intervention coordinator. Create, monitor and adjust social emotional and academic interventions.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries		School year 2021-2022



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

## SPSA/Goal 4

Will Rogers will implement clear pathways to bright futures by engaging students in discovering their limitless potential, and through coordinated efforts prepare them for college, career, and bright futures filled with opportunity.

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall implementation of the strategies/activities and the overall effectiveness of the strategies were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No anticipated changes.

**2020-21**

**Identified Need**

Based on data such as surveys and number of enrichment opportunities offered before, during or after school, there is still a need for a focus on clear pathways to bright futures

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2019-20 School Survey - College and Career - Students know what classes to pass to graduate high school	N/A	Increase or maintain
Winter 2019-20 School Survey - College and Career - Parents know what classes to pass to graduate high school	N/A	Increase or maintain
Number of enrichment opportunities offered before, during or after school.	N/A	Increase or maintain

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Monetary supports for field trips	All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	3331	School year 2020-2021

4.2	Purchase .2 staffing to support hands on activities for, Bike repair and small engine classes.	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	21,000	School year 2021-2022
4.3	Purchase materials to support hands on activities for Art, Bike repair and small engine classes.	All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation  LCFF Supplemental Site Allocation	5000  2500	School year 2020-2021

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,013,863.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$289,653.00
LCFF Supplemental English Learner Central	\$106,856.00
LCFF Supplemental Site Allocation	\$72,144.00
Title I Part A Parent Involvement	\$6,470.00
Title I Part A Site Allocation	\$538,740.00

Subtotal of state or local funds included for this school: \$1,013,863.00

Total of federal, state, and/or local funds for this school: \$1,013,863.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	72,144	0.00
LCFF Supplemental English Learner Central	106,856	0.00
LCFF Supplemental Centralized Services (District Only)	289,653	0.00
Title I Part A Site Allocation	538,740	0.00
Title I Part A Parent Involvement	6,470	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	289,653.00
LCFF Supplemental English Learner Central	106,856.00
LCFF Supplemental Site Allocation	72,144.00
Title I Part A Parent Involvement	6,470.00
Title I Part A Site Allocation	538,740.00

## Expenditures by Budget Reference

Budget Reference	Amount
	30,864.00
1000-1999: Certificated Personnel Salaries	631,187.00
2000-2999: Classified Personnel Salaries	150,000.00
4000-4999: Books And Supplies	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	24,000.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	289,653.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	106,856.00
	LCFF Supplemental Site Allocation	53,500.00
	LCFF Supplemental Site Allocation	15,644.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	3,000.00
	Title I Part A Parent Involvement	6,470.00
	Title I Part A Site Allocation	99,312.00
	Title I Part A Site Allocation	8,750.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	234,678.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	150,000.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	22,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	24,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,114.00
Goal 2	19,750.00
Goal 3	920,168.00
Goal 4	31,831.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Iman Andemariam	Secondary Student
Paul Stokes	Parent or Community Member
Christina Hernandez	Parent or Community Member
Vacant	Parent or Community Member
Traci Kaiser	Classroom Teacher
Tyler DeMarco	Secondary Student
Aaron Wurtzer (Chair)	Principal
Kema Ford	Secondary Student
Danielle Sassano	Classroom Teacher
Heather Chapman	Classroom Teacher
Haley Zerr	Classroom Teacher
Kyle Stefun	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

ON FILE

English Learner Advisory Committee

Other: PBIS Committee  
Strategic Planning Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 11th.

Attested:

*A Wurtzer*

Principal, Aaron Wurtzer on 5-11-21

*A Wurtzer*

SSC Chairperson, Aaron Wurtzer on 5-11-21



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
  - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. use methods and instructional strategies that:
    - i. strengthen the academic program in the school,
    - ii. increase the amount and quality of learning time, and
    - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **Appendix C: Select State and Federal Programs**

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## Will Rogers Middle School

**Funding Source: LCFF Supplemental Centralized Services (District Only)**

**\$289,653.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$55,981.00	Engaging Academics	
Provide Assistance to administration and staff in developing, monitoring, and evaluating comprehensive school reform in accord with the "High Poverty, High Performance (HPHP)" readiness model for improving student achievement (Turnaround Challenge: Mass Insight 2007). Specific focus on three readiness areas: readiness to teach, readiness to learn, and readiness to act. 1.0 FTE AIS	1000-1999: Certificated Personnel Salaries	\$157,988.00	Engaging Academics	
Provide students with the opportunity to prepare for high school, college and career through AVID. .4 FTE AVID	1000-1999: Certificated Personnel Salaries	\$53,428.00	Engaging Academics	Utilizing Data to Optimize Learning: Receive professional development on how to read and analyze the performance series data. Receive professional development from the district on how to best meet individual student needs. Receive professional development from our ELD teachers on how to best meet our EL student needs. ELA and Math departments will receive professional learning on performance series and assessment development from the district.
	1000-1999: Certificated Personnel Salaries	\$22,256.00	Engaging Academics	Title 1 Administrator will attend ELD workshops to support our work on site.

## Will Rogers Middle School

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$289,653.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

**Funding Source: LCFF Supplemental English Learner Central \$106,856.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 0.80 ELD teacher	1000-1999: Certificated Personnel Salaries	\$106,856.00	Engaging Academics	ELD teachers to monitor and support ELL students. ELD teachers will Communicate with staff on strategies, how to stay in compliance and work with best practices.

LCFF Supplemental English Learner Central Total Expenditures: \$106,856.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

**Funding Source: LCFF Supplemental Site Allocation \$72,144.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,500.00	Clear Pathways to Bright Futures	



## Will Rogers Middle School

Award ceremonies and award certificates

\$344.00 Connected School  
Communities

Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community.  
Parent Liaison will coordinate the Parent/Family Resource Center for the school.

Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards.

In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening.

We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

## Will Rogers Middle School

Purchasing food for families during meetings and outreach process	\$300.00	Connected School Communities	<p>Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community.</p> <p>Parent Liaison will coordinate the Parent/Family Resource Center for the school.</p> <p>Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards.</p> <p>In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening.</p> <p>We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.</p>
Purchase .2 staffing to support hands on activities for, Bike repair and small engine classes.	\$21,000.00	Clear Pathways to Bright Futures	
4000-4999: Books And Supplies	\$1,000.00	Engaging Academics	<p>Students at Will Rogers will receive arts integration throughout the curriculum.</p> <p>DeMoss and Morris state that arts integration will increase academic achievement</p>
4000-4999: Books And Supplies	\$1,000.00	Engaging Academics	<p>Teachers will have access to interactive technology allowing students to access curriculum in presentations, direct instruction, collaborative work time and individual work time.</p>

## Will Rogers Middle School

To engage ELL, Foster youth and low income students we are creating and supporting clubs. Supplemental funds will be used to purchase materials, shirts and food for running of programs that support student engagement and create a sense of belonging.

\$9,000.00 Connected School Communities

Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community.  
Parent Liaison will coordinate the Parent/Family Resource Center for the school.

Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards.

In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening.

We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

## Will Rogers Middle School

Purchase agendas to allow for school to home communication.

\$0.00 Connected School Communities

Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community.  
Parent Liaison will coordinate the Parent/Family Resource Center for the school.

Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards.

In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening.

We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

## Will Rogers Middle School

.2 AVID EXCLL	\$25,000.00	Connected School Communities	<p>Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community.</p> <p>Parent Liaison will coordinate the Parent/Family Resource Center for the school.</p> <p>Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards.</p> <p>In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening.</p> <p>We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.</p>
Check and connect supports. Teachers and other staff will be paid to monitor students academic and social emotional well-being through a formal monitoring system.	\$1,000.00	Connected School Communities	
Attendance team will create positive incentive activities to increase attendance.	\$1,000.00	4000-4999: Books And Supplies	
Positive incentives	\$3,000.00	Healthy Environments for Socio-Emotional Growth	
Monetary supports for clubs. Supplies, and staff supervision of clubs. Including WEB, Student government and the BSU	\$2,000.00	Healthy Environments for Socio-Emotional Growth	

## Will Rogers Middle School

IYT Program	\$5,000.00	Healthy Environments for Socio-Emotional Growth
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LCFF Supplemental Site Allocation Total Expenditures:	\$72,144.00
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LCFF Supplemental Site Allocation Allocation Balance:	\$0.00
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### Funding Source: Title I Part A Parent Involvement **\$6,470.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Liaison		\$6,470.00	Connected School Communities	<p>Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school.</p> <p>Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards.</p> <p>In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening.</p> <p>We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.</p>

# Will Rogers Middle School

Title I Part A Parent Involvement Total Expenditures: \$6,470.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

## Funding Source: Title I Part A Site Allocation **\$538,740.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase materials to support hands on activities for Art, Bike repair and small engine classes.		\$5,000.00	Clear Pathways to Bright Futures	
Monetary supports for field trips		\$3,331.00	Clear Pathways to Bright Futures	
Send staff, classified and certificated to national, state and local educational conferences. We will cover the registration cost, guest teachers, transportation, food and housing of conferences.	5800: Professional/Consulting Services And Operating Expenditures	\$12,000.00	Engaging Academics	Seek Out Professional Growth Opportunities: Send staff to educational conferences to support professional learning and student achievement. New knowledge will be shared with staff during professional development days. Will Rogers will send staff to ASCD each year to build our human and knowledge capital on campus.
School supplies including art integration and band instructional materials and equipment.	4000-4999: Books And Supplies	\$10,000.00	Engaging Academics	Students at Will Rogers will receive arts integration throughout the curriculum. DeMoss and Morris state that arts integration will increase academic achievement
Purchase technology equipment including display/sound systems, individual devices, computers and accessories.	4000-4999: Books And Supplies	\$12,000.00	Engaging Academics	Teachers will have access to interactive technology allowing students to access curriculum in presentations, direct instruction, collaborative work time and individual work time.
.6 Math Support	1000-1999: Certificated Personnel Salaries	\$92,800.00	Engaging Academics	
.4 Reading/Writing intervention	1000-1999: Certificated Personnel Salaries	\$50,000.00	Engaging Academics	
Writing conferences. 3x a year, teachers will leave the class and a sub will teach. Teachers will spend 1 day collaborating with peers to calibrate and 1 day pulling students from class while the sub teaches.	1000-1999: Certificated Personnel Salaries	\$12,000.00	Engaging Academics	

## Will Rogers Middle School

Purchase 3 Instructional assistants to allow for targeted intervention and support.	2000-2999: Classified Personnel Salaries	\$150,000.00	Engaging Academics	
Supports for 30min intervention period. Supports will include training, collaboration and time for staff to review data and adjust intervention's as needed.		\$35,000.00	Engaging Academics	
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor		\$55,981.00	Engaging Academics	
.4 Arts integration. Students in intervention classes will receive art	1000-1999: Certificated Personnel Salaries	\$44,398.00	Engaging Academics	
Develop and support patterns of regular attendance for all students. Increase Attendance: Will Rogers Middle School Attendance Mission is to promote daily attendance and to assist students and their parents by eliminating barriers that hinder positive school attendance. Will Rogers uses Title 1 funds to provide money to pay for additional hours for our attendance clerk. The extra hours allows her to build relationships with students and parents.		\$3,750.00	Healthy Environments for Socio-Emotional Growth	
PBIS team collaboration		\$5,000.00	Healthy Environments for Socio-Emotional Growth	
Pay all staff to meet outside of contract time to collaborate to increase All curricular scores on MAP and CAASP. This includes summer, before and after school.	1000-1999: Certificated Personnel Salaries	\$35,480.00	Engaging Academics	Will Rogers will support teacher collaboration through our teaching innovation goal in our strategic plan. Together we will find ways to best implement and teach the CCSS standards. This includes monetary support for organized collaboration beyond the school day.



## Will Rogers Middle School

<p>ELA, Math, science and History departments will purchase supportive instructional materials. Renaissance Reading system Flocabulary Brain Pop</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>\$12,000.00</p>	<p>Engaging Academics</p>	<p>Will Rogers will support teacher collaboration through our teaching innovation goal in our strategic plan. Together we will find ways to best implement and teach the CCSS standards. This includes monetary support for organized collaboration beyond the school day.</p>
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Title I Part A Site Allocation Total Expenditures:	\$538,740.00
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Title I Part A Site Allocation Allocation Balance:	\$0.00
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Will Rogers Middle School Total Expenditures:	\$1,013,863.00
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