

School Plan for Student Achievement Lincoln Elementary



7/1/24-6/30/25

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Our parent involvement plan
can be found by clicking [here!](#)

School Year:

2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lincoln Elementary School	10-62117-6100408	May 15, 2024	June 12, 2024

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District Goals and Plan Overview

The purpose of the School Plan for Student Achievement (SPSA) is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Our district AIMS as well as our district's CLASSI goals are woven throughout our plan to meet the high expectations our district holds for our school sites, staff, students, and community.

District AIMS:

AIM I: Maximize Achievement for ALL Students

AIM II: Operate with Increasing Efficiency and Effectiveness

AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Within our SPSA we have created a plan that focuses on student achievement. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our academic areas of Mathematics and English Language Arts, Social Emotional Supports, and Attendance. Along with all students, we will continue to establish supports for the following subgroups: English Learners, Students with Disabilities, and African American students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our educational partners, including but not limited to our SSC, ELAC, and staff, play a huge role in the creation, monitoring, and revisions of our School Plan for Student Achievement. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports for students and families, and more. At our most recent SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. Our committees then discussed possible next steps and needed changes as well as made recommendations to site administration for our SPSA.

The following recommendations were made: Continue with the work we have begun. Get more parents involved. Provide more opportunities for parent involvement.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Lincoln had no overall indicators in red or orange.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Lincoln had no indicators that were two or more the overall student performance indicator. However, chronic absenteeism and suspension rates were orange for multiple subgroups including SED, EL, and AA

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Local indicators and educational partner feedback also indicate that we have needs in the following areas:

- *Parents not knowing how to get their child help in school
- *Parents attending Parent meetings at school

Goals, Strategies, & Proposed Expenditures

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

Goal 1

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
ELA Overall Met / Exceeded		Math Overall Met / Exceeded	
2022-2023	21 points above standard	2022-2023	7.2 points above standard
2021-2022	21.2 points above standard	2021-2022	2.9 points above standard
2018-2019	43.2 points above standard	2018-2019	26.6 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	72.8 points below standard	SWD	95 points below standard
EL	34 points below standard	EL	26 points below standard
SED	9.7 points above standard	SED	6.8 points below standard
Hispanic	8.7 points above standard	Hispanic	4.6 points below standard
Asian	18.8 points above standard	Asian	23.3 points above standard
AA	16 points below standard	AA	55.7 points below standard
Two or More Races		Two or More Races	

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
The overall implementation of our previous goals was good. We have a comprehensive MTSS on site including a Pre-SST team called Coordination of Student Services (COST). This has been very effective in providing strategic support where it is needed. We have relied on iReady Data to monitor benchmark growth for Reading and Math, as well as BPST and DRA for foundational reading skills. This year we will continue to monitor student achievement in this manner. Our grade level teams will need support with analyzing timely and reflective data to inform ongoing instruction. For purposes of our plan, we will use our Baseline achievement through CAASPP and iReady. Our intervention groups and our after school intervention programs all saw student growth and this helped more students be able to read on grade level and fill in gaps in mathematical concepts. We would have liked to see more growth in math and found that extra support is needed. We initially had a goal to have additional math intervention teachers, but had a hard time securing anyone for this position. Two grade levels had teachers that taught after school intervention and had success.

Identified Need(s)

As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.

- Based on our data analysis and needs assessment, we need to:
- *Increase the level of expertise around tiered levels of support around our school-wide MTSS.
 - *Refine our instructional practices around clarity and rigor in grades K-6 for all students
 - *Increase academic supports in Reading for all students, with special consideration for SWD
 - *Increase academic supports in math for all students.
 - *Increase academic supports in language acquisition for our English Language Learners
 - *Refine our practice around connection to school and parent involvement

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
Increase academic achievement in ELA and Math state and local assessment scores by 5%	G1 A1: Continue to refine our MTSS model and increase our Pre-SST (COST) team knowledge of a tiered approach to learning with professional learning opportunities. This strategy may include: *PD *sub release time *supplemental materials/resources *supplemental online resources and/or technology	1. Pre and post assessment for COST team on Research Based Tiered Support. 2. COST team Agendas 3. COST team attendance 4. Student achievement data collected quarterly	Baseline data in the first 3 areas will be collected in the fall. 4. Incoming iReady Data	1. Increase between pre and post assessment data 2. COST team will attend at least 80% of the monthly meeting dates 3. iReady diagnostic data will increase throughout the year for the students with Tier 2 supports in place.
	G1 A2: Provide teachers with professional learning opportunities to	1. Staff attendance in PL Opportunities	Baseline data will be the students'	Students will show steady

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	<p>support instruction with high rigor and appropriate supports for all students.</p> <p>This strategy may include: *PD *sub release time</p>	<ol style="list-style-type: none"> 2. iReady Diagnostics in reading and math 3. BPST DRA data for grades K-2 4. District iCAL/iCAM/ ESGI 	<p>incoming CAASPP and iReady scores (ESGI for Kindergarten) for ELA and math</p>	<p>growth on iReady and district assessments.</p>
	<p>G1 A3: Implement our MTSS by hiring and sustaining an intervention staff needed to support our lowest performing students</p>	<ol style="list-style-type: none"> 1. Pre and post assessment data from intervention 2. Attendance at intervention 3. iReady Diagnostics in reading and math 4. BPST DRA data for grades K-2 	<p>Baseline data in the first 3 areas will be collected in the fall for each individual student</p>	<ol style="list-style-type: none"> 1. Increase between pre and post assessment data 2. Students will attend at least 80% of the intervention days 3. iReady diagnostic achievement data will increase throughout the year in the area that intervention was provided 4. BPST DRA data will increase throughout the year for grades K-2

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	G1 A4: Provide teachers with the needed supplemental curriculum, including technology, to support all students in reading and math skills.	<ol style="list-style-type: none"> 1. iReady Diagnostics in reading and math 2. BPST DRA data for grades K-2 3. District iCAL/iCAM/ ESGI 	Baseline data will be the students' incoming CAASPP and iReady scores (ESGI for Kindergarten) for ELA and math	Students will show steady growth on iReady and district assessments. Meeting Typical Growth or beyond during the year.
	G1 A5: Provide instructional supplies, including technology, to support academic achievement and engagement for all levels of student need..	<ol style="list-style-type: none"> 1. iReady Diagnostics in reading and math 2. BPST DRA data for grades K-2 3. District iCAL/iCAM/ESGI 	Baseline data will be the students' incoming CAASPP and iReady scores (ESGI for Kindergarten)	Students will show steady growth on iReady and district assessments. Meeting Typical Growth or beyond during the year.
	G1 A6: Provide learning opportunities for parents in support of their child's education.	<ol style="list-style-type: none"> 1. iReady Diagnostics in reading and math 2. BPST DRA data for grades K-2 3. District iCAL/iCAM/ ESGI 4. CAASPP 	Baseline data will be the students' incoming CAASPP and iReady scores (ESGI for Kindergarten)	Students will show steady growth on iReady and district assessments. Meeting Typical Growth or beyond during the year.
	G1 A7: Provide off-campus Standards Based learning opportunities for students.	<ol style="list-style-type: none"> 1. iReady Diagnostics in reading and math 2. District iCAL/iCAM/ ESGI 3. CAASPP 	Baseline data will be the students' incoming CAASPP and	Students will show steady growth on iReady and

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
			iReady scores (ESGI for Kindergarten)	district assessments. Meeting Typical Growth or beyond during the year.
Increase ELPI scores by 3%	G2 A1: Increase intervention supports for our English Learners by hiring EL Intervention staff	Hours of intervention provided	5 hours per week	Increase to 8 hours per week
	G2 A2: Provide professional Development around English Learner supports	1. Attendance at PD 2. ELPI results prior to and after PD	1. 2 teachers have attended EL PD in the last year 2. ELPI-44.6%	1. At least 10 teachers trained in ELD strategies 2. ELPI increase to 60%

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Additional supports will be provided for our AA, EL, and SWD populations as indicated in the actions above. Additionally, our transition teams support our EL, FY, and SED students around academics and organization.	Goal 2 is dedicated to our EL subgroup which is a subgroup performing below standard on the ELA dashboard.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Continue to refine our MTSS model and increase our Pre-SST (COST) team knowledge of a tiered approach to learning with professional learning opportunities.	*All students in need of Tier 2 /3 Supports *SWD	30,000.00 Title I None Specified

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
This strategy may include: *PD *sub release time *supplemental materials/resources *supplemental online resources and/or technology		12,000.00 LCAP Supplemental None Specified
G1 A2: Provide teachers with professional learning opportunities to support instruction with high rigor and appropriate supports for all students. This strategy may include: *PD *sub release time	*All Students *EL students *SWD *AA subgroup	20,000.00 Title I None Specified
G1 A3: Implement our MTSS by hiring and sustaining an intervention staff needed to support our lowest performing students	*Low performing students *EL students *SWD *AA subgroup	165,000.00 Title I 1000-1999: Certificated Personnel Salaries 12,212.21 LCAP Intervention 1000-1999: Certificated Personnel Salaries
G1 A4: Provide teachers with the needed supplemental curriculum, including technology, to support all students in reading and math skills.	*All students *EI students	20,000.00 LCAP Supplemental 4000-4999: Books And Supplies 50,000 Title I 4000-4999: Books And Supplies
G1 A5: Provide instructional supplies, including technology, to support academic achievement and engagement for all levels of student need..	*All students	
G1 A6: Provide learning opportunities for parents in support of their child's education.	*all students	2891.91 Title I Part A: Parent Involvement 4000-4999: Books And Supplies
G1 A7: Provide off-campus Standards Based learning opportunities for students.	*All students	
G2 A1: Increase intervention supports for our English Learners by hiring EL Intervention staff	*EL students	4,030.55 Title III English Learner 1000-1999: Certificated Personnel Salaries

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G2 A2: Provide professional Development around English Learner supports	*EL students	7,515.44 Title I None Specified

Goals, Strategies, & Proposed Expenditures

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

Goal 2

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
Chronic Absenteeism DATA		Suspension DATA	
2022-2023	22.2% Chronically Absent	2022-2023	3.9% suspended at least one day
2021-2022	32.6% Chronically Absent	2021-2022	5% suspended at least one day
2018-2019	8.5	2018-2019	2.6
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	30.8% Chronically Absent	SWD	6.3% suspended at least one day
EL	20.8% Chronically Absent	EL	4.2% suspended at least one day
SED	25.3% Chronically Absent	SED	4.5% suspended at least one day
Hispanic	23.3% Chronically Absent	Hispanic	3.4% suspended at least one day
Asian	8% Chronically Absent	Asian	2% suspended at least one day
AA	27.5% Chronically Absent	AA	11.3% suspended at least one day
Two or More Races	40.6% Chronically Absent	Two or More Races	5.9% suspended at least one day

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
The overall implementation of our previous goals was good, showing a decrease in the amount of suspensions and major behavioral referrals. We have implemented some extra behavioral interventions with the support of our counselor and school psychologist. Attendance continues to be a concern. Our need to be consistent with timely interventions has been a challenge.
Identified Need(s)
As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.
In order to better support the needs of our students, we will be adding additional support for behavioral interventions. We will also work on improving attendance by building connection to school and providing extra support for consistent intervention.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
Decrease major behavioral incidents by 2%	G2 A1: Continue to refine our MTSS model and increase our Pre-SST (SE COST) team knowledge of a tiered approach to learning with professional learning opportunities.	<ol style="list-style-type: none"> 1. Pre and post assessment for SE COST team on Research Based Tiered Support. 2. SE COST team Agendas 3. SE COST team attendance 4. Student behavior data collected monthly and shared out quarterly 	<p>Baseline data in the first 3 areas will be collected in the fall.</p> <p>4. Incoming Major Referral Data</p>	<ol style="list-style-type: none"> 1. Increase between pre and post behavior data 2. SE COST team will attend at least 80% of the monthly meeting dates 3. Behavioral data as well as iReady diagnostic data will increase throughout the year for the students with Tier 2 SE supports in place.
	G2 A2: Provide all teachers with professional learning opportunities to support socio emotional needs and appropriate supports for all students.	<ol style="list-style-type: none"> 1. Staff attendance in SE PL Opportunities 2. Behavioral data 3. LCAP Student Survey 4. Student achievement data 	Referral Data will be collected in the Fall	Behavioral referrals will decrease.
	G2 A3: A counselor will be on staff to provide students in need of Behavioral and Socio-Emotional	<ol style="list-style-type: none"> 1. Schedule of interventions provided 2. List of students serviced 3. Exit Criteria met 	1. Baseline Data will be collected in the fall of number of students	Decrease in Major Referral data.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	support with targeted interventions. Enter/Exit Criteria will be defined.		receiving T2 SE support 2. Baseline Data will be collected in the fall of number of students that met criteria to exit supports.	
	G2 A3 Technology lessons and curriculum to support behavioral interventions	1. Lesson completion reports for students receiving intervention 2. Pre and Post data	1. Data will be collected in the fall from our current intervention groups utilizing Navigate 360.	Decrease in Major Referral data.
	G2 A4: Professional learning for our SE support staff to support student needs.	1. Staff attendance in Professional Learning sessions.	Professional Learning Data will be collected in the Fall	All SE Staff trained in strategies to support students in need of support.
Decrease our overall absenteeism rate by 5%	G2 A1: A Home School Liaison will be on staff to support student and family connectedness.	1. Weekly absenteeism rates 2. Number of students receiving attendance PBIS intervention 3. Number of Home visits 4. Number of ARMs completed 5. Number of SARBs completed 6. Number of Master SARBs completed 7. Number of SARB Boards completed 8. LCAP Survey for	1. Absenteeism rates will be collected in the Fall	1. Attendance rates will increase for students who are chronically absent.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	G2 A2: Activities on and off campus will be planned for students and families to build a connection to school.	1. SART Survey 2. LCAP Survey: Connection to school	1. Number of Parents completing the SART survey 2. Questions around Connectedness to school on the LCAP Survey	1. Increase in the percent of parents that attend school meetings as indicated on the SART Survey. 2. Increase of number of students that feel connected to school

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Our transition team will continue to provide additional supports for our EL, FY, and SED students to support a decrease in absences and behavior concerns..	See actions above

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G2 A1: Continue to refine our MTSS model and increase our Pre-SST (SE COST) team knowledge of a tiered approach to learning with professional learning opportunities.	*All students in need of Tier 2 /3 Supports *SWD	20,000.00 Title I
G2 A2: Provide all teachers with professional learning opportunities to support socio emotional needs and appropriate supports for all students.	*All students in need of Tier 2 /3 Supports *AA subgroup *EL subgroup	

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G2 A3: A counselor will be on staff to provide students in need of Behavioral and Socio-Emotional support with targeted interventions. Enter/Exit Criteria will be defined.	*All students in need of Tier 2 /3 Supports	30,000.00 Title I None Specified
G2 A3 Technology lessons and curriculum to support behavioral interventions	*All students in need of Tier 2 /3 Supports	13,571.82 LCAP Supplemental 4000-4999: Books And Supplies
G2 A4: Professional learning for our SE support staff to support student needs.	*All students in need of Tier 2 /3 Supports	3,000.00 LCAP Supplemental 4000-4999: Books And Supplies
G2 A1: A Home School Liaison will be on staff to support student and family connectedness.	*All students in need of Tier 2 /3 Attendance Supports *EL Subgroup	15000.00 Title I 2000-2999: Classified Personnel Salaries
G2 A2: Activities on and off campus will be planned for students and families to build a connection to school.	*All students in need of Tier 2 /3 Supports	2891.91 Title I Part A: Parent Involvement

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$\$347,329.81
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$408,113.84
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	\$48,571.82	0.00
Title III English Learner	\$4,030.55	0.00
LCAP Intervention	\$12,212.21	0.00
Title I	\$337,515.44	0.00
Title I Part A: Parent Involvement	\$5,783.82	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$337,515.44
Title I Part A: Parent Involvement	\$5,783.82
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$343,299.26

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 (\$)
LCAP Intervention	\$12,212.21
LCAP Supplemental	\$48,571.82
Title III English Learner	\$4,030.55

Subtotal of state or local funds included for this school: \$64,814.58

Total of federal, state, and/or local funds for this school: \$408,113.84

School Site Council Membership

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

Name of Members	Role
Matt Verhalen	Principal
Charinee Williams	Teacher
Laura Cook	Teacher
Amanda Kehler	Teacher
Rachelle Pirok	Other Staff Member
Angela Grim	Parent Member
Mohammad Al Battat	Parent Member
Nicholle Dods	Parent Member
Joey Hull	Parent Member or Secondary Student
Varsha McClain	Parent Member or Secondary Student

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: SSC and ELAC (if applicable)

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 15, 2024.

Attested:



Principal, Matt Verhalen on May 15, 2024



SSC Chairperson, Nicholle Dods on May 15, 2024