School Plan for Student Achievement
Maple Creek Elementary

7/1/24–6/30/25

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Our parent involvement
policy can be found here:

Click Here

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Maple Creek Elementary School	10-62117-6112742	May 13th, 2024	June 12, 2024

Table of Contents

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 and social emotional areas of English language arts, mathematics and suspension rates for the following subgroups: all students, with a particular emphasis on students with disabilities.

Educational Partner Involvement

How, when, and with whom did Maple Creek 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 to provide intervention support in English Language Arts and Mathematics
- Continue school-wide implementation of social-emotional curriculum (Positivity Project)
- Utilize alternative and supplemental curriculum to support English Language Arts and Mathematics instruction

Additionally, recommendations were made to increase proactive positive behavior supports, including the hiring of a student success coach during the 2023/2024 school year to support and expand upon the work of our area transitions work down into our 3rd and 4th grades. This allowed for an expansion of social emotional support services down into previously underserviced grade levels.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Based on a review of quantitative data along with parent feedback and educational partner input, we found a resource inequity exists within our program in the area of suspension rates and our students with disabilities. Our analysis illustrated for us that our classified and certificated staff that work directly with this subgroup need additional support and training in positive behavior supports and behavior interventions to proactively support student behaviors and intervene before behaviors reach a suspendable level.

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.

Maple Creek Elementary

*Overall Red Indicators include: None

*Overall Orange Indicators include: Suspension Rates

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.

The following subgroups have two or more indicators below the all student performance level in the following areas:
*None

Additionally, the following indicators are red on our dashboard for the following subgroups:
*Suspension Rates: SWD

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:

Increasing overall student performance in English Language Arts across all subgroups with a particular focus on students with disabilities
Increasing overall student performance in Mathematics across all subgroups with a particular focus on students with disabilities
Decreasing chronic absenteeism rates across all subgroups with a particular focus on students with disabilities
Decreasing tardy rates amongst students across all subgroups
Decreasing suspension rates across all students with a particular focus on students with disabilities

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	41.3 points above standard	2022-2023	30 points above standard
2021-2022	45.5 points above standard	2021-2022	24.8 points above standard
2018-2019	63.7 points above standard	2018-2019	42.1 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	67.4 points below standard	SWD	76.5 points below standard
EL	1.9 points below standard	EL	1.3 points above standard
SED	11.5 points above standard	SED	4.5 points below standard
Hispanic	33.4 points above standard	Hispanic	23.4 points above standard
Asian	57.9 points above standard	Asian	39.6 points above standard
AA	40.2 points above standard	AA	22.3 points above standard
Two or More Races	43.6 points above standard	Two or More Races	13.3 points above standard

Annual Review Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
In looking at Maple Creek's academic performance between the 2021/2022 school year and the 2022/2023 school year it is evident that we have a bit of a mixed success rate. In English Language Arts we had an overall score decrease of 4.2% but in mathematics we had an overall score increase of 5.2%. This was in direct opposition to both district and state trends, showing that Maple Creek has relative strength in mathematics instruction but room to grow in ELA in particular. In both subjects our students with disabilities performed well below standard (67.4% below standard in ELA and 76.5% below standard in Math) which greatly impacted our overall school-wide performance. The following are supports that help Maple Creek Elementary to attain the goals for all students academic success in ELA & Math *K-6th Intervention programs

*Push-in program (Across grade levels) *Professional Development *Revision of SST process to better fit ongoing support needs of students

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: *Refine our instructional practices around writing in grades K-6 for all students *Increase academic supports in language acquisition for our English Language Learners *Increase academic supports in ELA for all students *Provide intervention support across grade levels and subgroups in both ELA and Math *Provide additional supports within our instruction and intervention programs to support our students with disabilities

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 CAASPP assessment scores by 3% as compared to the 2022/2023 school year.	G1 A1: Hiring intervention push-in teachers to support instruction in the areas of ELA and Math across all grade levels.	1. Pre and post assessment data 2. iReady diagnostic data in ELA and Math multiple times in a year	Baseline data in math and ELA will be collected in the fall for each individual student	1. Score increase between pre and post assessment data 2.iready diagnostic data will increase throughout the year in the area that intervention was provided (ELA and Math)
	G1 A2: Utilization of supplemental curriculum in grades 3-6 to support	1. Pre and post assessment data	Baseline data in math and ELA will	1. Increase between pre 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
	mathematics instruction for all subgroups	2. iReady diagnostics in Math multiple times throughout the year	be collected in the fall for each individual student	post assessment data 2.iready diagnostic data will increase throughout the year in the area that intervention was provided
	G1 A3: Utilization of supplemental instructional software to support classroom instruction in English Language Arts and Mathematics at teacher discretion.	1. Pre and post assessment data 2. iReady diagnostics in Math and ELA multiple times throughout the year	Baseline data in all math and ELA will be collected in the fall for each individual student	1. Increase between pre and post assessment data 2.iready diagnostic data will increase throughout the year in the area that intervention was provided
	G1 A4: Grade level teams will have opportunities throughout the year to collaborate together to share instruction best practices, compare student performance data, and unpack essential standards in math and ELA.	1. Pre and post assessment data 2. iReady diagnostics in Math and ELA multiple times throughout the year	1. Pre and post assessment data 2. iReady diagnostics in Math and ELA multiple times	1. Pre and post assessment data 2. iReady diagnostics in Math and ELA multiple times

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
			throughout the year	throughout the year

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 EL, SED, and SWD populations as indicated in the actions above. These subgroups will all benefit from supports provided to all students. Open Up Resources/ Illustrative Math has embedded supports throughout the curriculum specifically for EL and SWD subgroups. Intervention services are available at no cost to all students.	Additional supports will be provided for our SWD populations as indicated in the actions above. This subgroup will all benefit from support provided to all students. Open Up Resources/ Illustrative Math has embedded supports throughout the curriculum specifically for EL and SWD subgroups. Intervention services are available at no cost to all students.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Hiring intervention push-in teachers to support instruction in the areas of ELA and Math across all grade levels.	*All Students *EL Students *Students with Disabilities	12153.63 LCAP Intervention 2501.07 Title III English Learner 58.58 LCAP Intervention 6301.49 LCAP Supplemental

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
		680.94 Title III English Learner
G1 A2: Utilization of supplemental curriculum in grades 3-6 to support mathematics instruction for all subgroups	*All Students *EL students *Students with Disabilities	2081.44 LCAP Supplemental
G1 A3: Utilization of supplemental instructional software to support classroom instruction in English Language Arts and Mathematics at teacher discretion.	*All Students *EL students *Students with Disabilities	8000.00 LCAP Supplemental
G1 A4: Grade level teams will have opportunities throughout the year to collaborate together to share instruction best practices, compare student performance data, and unpack essential standards in math and ELA.	*All Students *EL students *Students with Disabilities	2013.01 LCAP Supplemental 122.65 LCAP Supplemental 6100 LCAP Supplemental

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	18.2% Chronically Absent	**2022-2023**	3.8% suspended at least one day
2021-2022	31.6% Chronically Absent	**2021-2022**	3% suspended at least one day
2018-2019	4.9	**2018-2019**	2.3
Subgroup DATA 2022-2023		**Subgroup DATA 2022-2023**	
SWD	29.4% Chronically Absent	**SWD**	7.1% suspended at least one day
EL	9.5% Chronically Absent	**EL**	2.3% suspended at least one day
SED	26.2% Chronically Absent	**SED**	5.5% suspended at least one day
Hispanic	17.7% Chronically Absent	**Hispanic**	4% suspended at least one day
Asian	11.1% Chronically Absent	**Asian**	4.8% suspended at least one day
AA	18.5% Chronically Absent	**AA**	3.6% suspended at least one day
Two or More Races	21.6% Chronically Absent	**Two or More Races**	0% 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.
Compared to the 2021/2022 school year, Maple Creek elementary saw a significant decrease in our Chronic Absenteeism rate (from 31.6% to 18.2%). In the 2022/2023 school year, Maple Creek took a much more concentrated approach to attendance intervention, focusing on intervening earlier through monthly attendance analysis of all students, monthly meeting with our area attendance officer, and faster utilization of our district's SARB and ARM procedures. By sending letters of concern earlier and intervening with concern meetings sooner, we noticed a significant decrease in chronic absenteeism year-over-year. While this significant decrease is a positive sign, 18.2% continues to be a high percentage of chronic absenteeism and we will be establishing a goal of further decreasing this rate for the new school year. Compared to the 2021/2022 school year, Maple Creek Elementary saw an increase in our suspension rates from 3% to 3.8%, with our students with disabilities (SWD) being disproportionately suspended at 7.1% of that subgroup population. This year-over-year increase is concerning as our

goal is always to see a decrease in our suspension rates and an overall increase is a move in the wrong direction. This shows a clear need for a focus on positive behavior interventions and behavior supports to prevent negative, suspendable behaviors.

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.

To address chronic absenteeism rates the following strategies will be implemented:
- Biweekly meetings with site administration, registrar, and area attendance officer to review student attendance data
- Automatic attendance letters of concern whenever a student hits 10% absence rate, regardless of reason
- Phone calls from administration with attendance concerns due to frequent tardies
- Prize drawings to reward good attendance
- Utilization of district's SARB and ARM process to address chronic absences
- Frequent communication to families about the importance of good attendance and the impact of attendance on student learning and achievement

To address suspension rates the following strategies will be implemented:
- School wide implementation of social-emotional curriculum to fidelity (Positivity Project)
- School wide implementation of PBIS reward system (BARK and BARK tickets) to fidelity
- Training and retraining of staff on Positivity Project and the Husky BARK during preinstitute week and during staff meetings/professional development meetings throughout the year
- Meetings with special education teams (classroom teachers, support staff, and administration) throughout the year to discuss common behavior issues being seen and collaborate on alternative means of correction
- Training of supervision staff (campus monitors and recess supervision) on intervention strategies to intervene in student conflicts before they escalate to physical confrontations

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 our chronic absenteeism rate by 3.2% year-over-year, bringing our chronic absenteeism rate to 15%.	G2 A1: Biweekly meetings with site administration, registrar, and area attendance officer to review student attendance data	- Student attendance data will be compared year-to-date at each meeting	- Baseline data will be year-to-date comparison data of attendance rate for the previous year	- Expected outcome would be year-to-date attendance rates would be consistently better than the previous year at

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
				each biweekly meeting
	G2 A2: Attendance letters of concern will be sent whenever a student hits 10% absence rate	- Student attendance data will be examined at each biweekly meeting	- Student attendance data will vary from student to student and will adjust as the school year goes on - Baseline data will be year-to-date comparison data of attendance rate for the previous year	- The total number of students who receive attendance letters of concern will decrease by the end of the year as compared to the end of the 2022/2023 school year.
	G2 A3: Phone calls to parents from administration to discuss attendance			- Expected outcome would

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
	concerns when patterns of frequent tardies and/or frequent excused absences due to parent excusals are noticed.	- Student attendance data will be examined at each biweekly meeting - Student Activities Specialist will note students who are frequently tardy - Monthly classroom reports will be examined to identify students with frequent excused absences due to parent excusals	- Student attendance data will vary from student to student and will adjust as the school year goes on - Baseline data will be year-to-date comparison data of attendance rate for the previous year	be year-to-date attendance rates would be consistently better than the previous year at each biweekly meeting
Decrease our suspension rate by 0.8% year-over-year, bringing our suspension rate to 3%.	G2 B1: Staff development during preinstitute week focused on school-wide positive behavior interventions and supports, including the Positivity Project and the Husky BARK (PBIS)	Observational data dropping in on classrooms to observe Positivity Project lessons	Majority of our teachers teach	All teachers will teach

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
	and implementation and fidelity expectations.	• Survey of students on Positivity Project implementation in the classroom • Survey of students on number of Husky BARK tickets they receive from their teachers	Positivity Project lessons on a weekly basis • All teachers give our Husky BARK tickets to recognize students adhering to the PBIS matrix but there is variation in the frequency and volume of tickets being	Positivity Project lessons, following the agreed upon Positivity Project lesson calendar, on a weekly basis, throughout the school year • All staff members will give out a minimum of 5 Husky BARK tickets each day through

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
			handed out	out the school year in recognition of students following the Husky BARK PBIS matrix
	G2 B2: Quarterly meetings with site administration, program specialist, and classroom teachers in our special education programs to discuss student behaviors and approaches to positively address student behaviors.	• Data on types of physical behaviors being exhibited by students in our programs • Data on frequency and duration of physical behaviors being exhibited by students in our programs	- Baseline data will be determined within the first quarter of the new school year	- As the school year progresses it is expected that the team will collaborate on and implement effective strategies to reduce physical student behaviors which result in student suspension
	G2 B3: Alternative means of correction, including think sheets, reflection essays, and restorative justice exercises will be utilized for lower level behaviors to redirect and reteach student behaviors before they reach suspendable levels.	• Data on types of behaviors most frequently being seen within the student body	- Baseline data will be determined within the first quarter of the new school year	- As the school year progresses, instances of suspendable offenses should decrease

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 EL, SED, and SWD populations as indicated in the actions above. These subgroups will all benefit from supports provided to all students. EL students will benefit from translation services of written attendance communications as necessary. Students with disabilities will particularly benefit from the quarterly team meetings focused on addressing student behaviors addressed in G2 B2.	Suspension rates for students with disabilities are being particularly targeted through the quarterly meetings specified in G2 B2. By holding these quarterly meetings with administration, program specialist, and classroom teachers, the team can collaborate together to gain a better understanding of student behavior and how to appropriately intervene and support students in navigating their behaviors before they reach the suspendable level.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
G2 A1: Biweekly meetings with site administration, registrar, and area attendance officer to review student attendance data	• All students • Students with Disabilities	
G2 A2: Attendance letters of concern will be sent whenever a student hits 10% absence rate	• All students • Students with Disabilities	
G2 A3: Phone calls to parents from administration to discuss attendance concerns when patterns of frequent tardies and/or frequent excused absences due to parent excusals are noticed.	• All students • Students with Disabilities	
G2 B1: Staff development during preinstitute week focused on school-wide positive behavior interventions and supports, including the Positivity Project and the Husky BARK (PBIS) and implementation and fidelity expectations.	• All students • Students with Disabilities	
G2 B2: Quarterly meetings with site administration, program specialist, and classroom teachers in our special education programs to discuss student behaviors and approaches to positively address student behaviors.	- Students with Disabilities	
G2 B3: Alternative means of correction, including think sheets, reflection essays, and restorative justice exercises will be utilized for lower level behaviors to redirect and reteach student behaviors before they reach suspendable levels.	• All students • Students with Disabilities	

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	$$3,182.01
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$40,012.81
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	$24,618.59	0.00
Title III English Learner	$3,182.01	0.00
LCAP Intervention	$12,212.21	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 ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

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 ($)

LCAP Intervention	$12,212.21
LCAP Supplemental	$24,618.59
Title III English Learner	$3,182.01

Subtotal of state or local funds included for this school: $40,012.81

Total of federal, state, and/or local funds for this school: $40,012.81

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
Gina Kismet	Principal
Gia Ramage	Teacher
Leslie James	Teacher
Stacy Linn	Teacher
James DiSanto	Other Staff Member
Jack Hix	Parent Member
Tommy Lu	Parent Member
Margret Obagi	Parent Member
Manuk Vardanyan	Parent Member or Secondary Student
Mariam Sadok	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 05/13/2024.

Attested:

	Principal, Gina Kismet on 05/13/2024
	SSC Chairperson, James DiSanto on 05/13/2024
	Other Committee Member (optional), Margret Obagi on 05/13/2024