

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Point Vicente Elementary	19-64865-6021315	October 28, 2019	December 11, 2019

Purpose and Description

The purpose of the School Plan for Student Achievement is to create a cycle of continuous improvement of student performance and growth, and to ensure that all students succeed in reaching state academic standards. Site administration, staff, site leadership, parent groups, students, and the school community provide active collaboration in the creation, reflection, budgeting, and site needs analysis throughout the school year on the plan.

In alignment with the PVPUSD District's Local Control Accountability Plan (LCAP), the Point Vicente School's SPSA addresses all three approved LCAP categories and all specific site related actions as approved. The plan also provides specific site related measures to these District-wide goals to support improvement and growth.

In addition, parent, family, community, and other stakeholder involvement continues to modify the plan, provide avenues for involvement, expenditures, and reflection, as well as assists in obtaining feedback for the District and Board of Education to further transparency. At the site level, the following information is shared to seek feedback:

1. Professional Development and Targeted Teacher Collaboration Specific to Site
2. Supplemental Programs and Data Analysis to Support Growth of All Learners
3. Site Funds Targeted to Support Specific Learners

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

Soliciting and incorporating parent and stakeholder input is an ongoing effort of School Site Council. At every SSC meeting, parent questions, concerns, and interests are solicited and utilized as school goals are developed and reviewed. At every ELAC meeting, parent concerns and suggestions are solicited and utilized in developing student supports and as school goals are developed and reviewed. The district LCAP committee includes a wide range of stakeholders, and their input guides district planning. The SPSA is reviewed and sometimes amended during the year to reflect school needs.

Dates for Review:

- Initial Presentation, Review, and Goal Setting with School Site Council: 2/25/19; 5/6/19; 9/23/19
- Initial Presentation, Review, and Goal Setting with School Site Staff: 8/27/19
- SPSA Draft and Goal Approval with School Site Staff: 8/27/19
- SPSA Draft and Goal Approval with School Site Council: 10/28/19
- Presentation and Feedback with ELAC Members: 9/25/19

- SPSA and Budget Update with School Site Council: 10/28/19; 2/3/20; 3/23/20; 5/4/20
- Presentation at Parent/Teacher Student Association Meeting: 11/12/19
- Mid-Year Evaluation and Progress Reporting with School Site Council: 2/3/20
- Annual Evaluation with SSC: 5/4/20
- Annual Evaluation Presentation with ELAC: 4/22/20

Resource Inequities

Point Vicente Elementary serves a diverse learning population in the District with student demographics to note are 15.4% English Learners and 14.8% students identified as low socioeconomic status. An area of concern to address is the level of Chronic Absenteeism, which school wide was over 8% in 2018.

Goals, Actions, Expenditures, & Annual Review

Goal 1

Maintain district facilities (as measured by SARC) and employ a highly-skilled staff (as measured by CALPADs and SARC) to deliver TK-12 curriculum aligned with the CA State Standards (as measured by CA Dashboard Academic Indicator, English Learner Progress Indicator, and Local Measures) giving all students access to required college and career readiness (as measured by College/Career Readiness Indicator, where appropriate).

Identified Need

- CA Dashboard—Attendance (Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, Two or More Races, White, Asian, English Learners)
- CAASPP/CAST—Math: 52.5 points above standard, declined 17.1 points
- ELPAC— (Fall 2018: 49 students; Minimal/Somewhat = 14; Moderate/Well = 35) (Spring 2019: 48 students; Minimal 2, Somewhat 14, Moderate 11, Well 21); (Fall 2019; 52 students; Minimal 4, Somewhat 15, Moderate 12, Well 21)
- iReady Baseline Results—Improve Tier II Student Results in Reading
- FAC Recommendations—Committee Work to be Completed at Site and Maintain Conditions

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	87.4% of students met or exceeded standard	89% will meet or exceed standard
CAASPP Math	83.2% of students met or exceeded standard	85% will meet or exceed standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Summative	Spring 2019: 48 students; Minimal 2, Somewhat 14, Moderate 11, Well 21	Compared to each student's initial ELPAC, each student will make at least one level of growth in the academic year
CA Dashboard (Red/Orange/Yellow Areas)	8.6% chronically absent, increase of 4.4%	Reduce chronically absent to 7.5%
iReady Diagnostic	Reading: Whole School (Tier 1=62%; Tier 2= 33%; Tier 3=5%); 1 st Grade: (Tier 1=43%; Tier 2 = 52%; Tier 3=5%); 2 nd Grade (Tier 1 = 57%; Tier 2 = 43%; Tier 3 = 0) 3 rd Grade (Tier 1 = 83%; Tier 2 = 13%; Tier 3 = 4%) 4 th Grade (Tier 1 = 56%; Tier 2 = 37%; Tier 3 = 6%) 5 th Grade (Tier 1 = 67%; Tier 2 = 24%; Tier 3 = 9%)	School average will improve by 10% at each grade level.
SARC Report/FAC Recommendations	Facilities Proposal Priorities: Air Conditioning Classroom Modernization Install Gates at School Entry/Front of School MPR/Restroom Modernization Outdoor Learning Spaces Handball walls that meet current code	Implement all funded repairs and improvements

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students

Maintain baseline levels of technology and site facilities in good repair, prioritizing classrooms/student areas for improvement.

Students in grades 1 – 5 will have 1:1 Chromebooks (and headphones) and access to online, adopted curriculum in math and language arts.

Students in Kindergarten will have 6 – 8 Chromebooks per classroom and class sets of headphones for small group instruction.

Site facilities will be monitored regularly to remain in good repair. The custodian and principal will review all repairs and assure that the facilities remain in good condition. The principal will communicate with District staff when repairs are necessary.

These areas were prioritized by the FAC Facilities Proposal Priorities: Air Conditioning, Classroom Modernization, Install gates at school entry/front of school, MPR/Restroom Modernization, Outdoor Learning Spaces, Handball walls that meet current code.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

No site expense anticipated

Action 2

All Students

Hire and support highly trained and qualified staff for new positions, collaborating with mentor and lead teachers, as well as the Induction Office to ensure skilled site staffing.

Point Vicente teachers completing academic programs for professional development and growth will meet with Principal and peer mentors for support and guidance.

At designated Professional Development meetings, staff will focus on site and district goals. At every monthly staff meeting, site goals and district focus will be addressed.

Point Vicente teachers will participate in district-led Professional Development in EL, NGSS, CGI.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

No site expense anticipated

Action 3

All Students

Monitor and evaluate implementation of state standards, current adoptions, and Technology Scope, including supplemental and support software/programs, providing staff with timely, data-driven feedback to improve learning outcomes, student achievement, continuous improvement, and staff proficiencies if needed. Evaluation of programs includes: core content areas, ELD, VAPA, World Language, and College/Career Readiness.

Students will be monitored 3 times a year using the iReady Diagnostic in Reading. Teachers will meet as part of the Response to Intervention team (with principal, intervention team) to discuss student progress and develop a tiered program for learning to meet the needs of all students.

Continue to support current online opportunities including Reflex Math, Accelerated Reader and iReady for students including the scope and sequence within curricular adoptions. Technology will be used to differentiate, enhance, and extend instruction in all content areas. Point Vicente has embedded Scope and Sequence lessons into instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Release time--\$1,500	Supplemental Funds, Site and District

Action 4

Title 1 Students (students from low socio-economic households and/or students who are at risk for not meeting grade level standards), EL, SPED

Utilize Title 1 funded staff, Supplemental Funded Staff, Special Education Staff to support Title 1 English Learners and SPED in grades K – 5 through Rtl, small group instruction, and push-in classroom support in the areas of reading, writing, and math.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Instructional aide (hourly pay)--\$56,400	Supplemental Funds
Printing--\$500	Supplemental Funds

Goal 2

Provide a comprehensive and inclusive instructional program to provide measurable growth and achievement for all students, including those recognized as English Language Learners, identified for Special Education or Multi-Tiered Support Services, and those qualified as Gifted and Talented (GATE), as measured by State and Local Measures of Proficiency, Qualification and Exit Criteria Figures, and Comparative Annual Program Participation. All subgroups include all low socio-economic students and/or students at risk of not meeting state standards.

Identified Need

- CA Dashboard—Attendance (Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, Two or More Races, White, Asian, English Learners)
- CAASPP/CAST—Math: 52.5 points above standard, declined 17.1
- ELPAC—(Fall 2018: 49 students; Minimal/Somewhat = 14; Moderate/Well = 35) (Spring 2019: 48 students; Minimal 2, Somewhat 14, Moderate 11, Well 21); (Fall 2019; 52 students; Minimal 4, Somewhat 15, Moderate 12, Well 21)
- iReady Baseline Results— Tier II and Tier III Support Needed

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	87.4% of students met or exceeded standard	89% will meet or exceed standard
CAASPP Math	83.2% of students met or exceeded standard	85% will meet or exceed standard
ELPAC Summative	Spring 2019: 48 students; Minimal 2, Somewhat 14, Moderate 11, Well 21	Compared to each student's initial ELPAC, each student will make at least one level of growth in the academic year
CAST Baseline Results	Student Results Not Yet Released	n/a
CA Dashboard (Red/Orange/Yellow Areas)	8.6% chronically absent, increase of 4.4%	Reduce chronically absent to 7.5%
iReady Diagnostic	Reading: Whole School (Tier 1=62%; Tier 2= 33%; Tier 3=5%); 1 st Grade: (Tier 1=43%; Tier 2 = 52%; Tier 3=5%); 2 nd Grade (Tier 1 = 57%; Tier 2 = 43%; Tier 3 = 0)	Students in Tier 3 and Tier 2 will make more than one year's growth compared to their peers in Tier 1

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3 rd Grade (Tier 1 = 83%; Tier 2 = 13%; Tier 3 = 4%) 4 th Grade (Tier 1 = 56%; Tier 2 = 37%; Tier 3 = 6%) 5 th Grade (Tier 1 = 67%; Tier 2 = 24%; Tier 3 = 9%)	

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

English Language Learners

Point Vicente will provide an instructional program that raises achievement for English Language Learners, Long-term English Learners, and Reclassified English Learners in ELA and Mathematics. This includes fluency, comprehension, writing and vocabulary development. Intervention staff will provide supplemental instruction, and will monitor the growth of the group of students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Instructional aide (hourly)--\$56,400 (duplicate – see Goal 1, Action 4)	Supplemental Funds
Printing--\$500 (duplicate – see Goal 1, Action 4)	Supplemental Funds

Action 2

Special Education/Receiving Tiered Supports including low socio-economic students and those at risk at not meeting standards.

Point Vicente provides an instructional program that raises the achievement for Special Education students and students receiving tiered supports in ELA and Mathematics. ELA includes fluency, comprehension, writing and vocabulary. Intervention Team uses differentiated materials from the

adopted ELA and Math programs to reteach and remediate. Tier 3 Reading also utilizes Headsprout, Essential Skills, Reading Naturally, and iReady.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Printing--\$500	Supplemental Funds
Software--\$900	Supplemental Funds

Action 3

Gifted and Talented Students (GATE)

GATE site lead will present professional development and share information gleaned from attending GATE Advisory Meetings at each monthly staff meeting. GATE site lead will continue to be a resource to other teachers, administrator, and parents at Point Vicente. Adopted curriculum (ELA and Math) provide resources for teachers to challenge students and adjust level of curriculum to meet student needs. GATE site lead will provide program to enhance and expand academic/social opportunity for GATE students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000	District Funds – GATE Grant

Goal 3

Provide a comprehensive and rigorous instructional program which annually raises achievement and facilitates growth for all students in all four core content areas, as measured by CA Dashboard Academic Indicator, State and Local Assessment Measures (specify below), Student Report Card/Grades, Advanced Placement Participation and Pass Rates, Site Extra-/Co-Curricular Program Participation Information, and A-G Completion/Graduation Rates where appropriate.

Identified Need

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Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students

In collaboration with staff, administration will analyze student performance measures to identify areas of Professional Development specific to site, in addition to what is district provided.

Teachers will collaborate monthly at staff meetings specifically focusing on school site goals of PBIS implementation, in order to improve learning environment and reduce distraction.

Teachers will utilize students' academic progress and data to inform instruction. Teachers will use observation as a means to focus on effective instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

Release Time--\$3,000

Supplemental, Site, and District Funds

Printing--\$300

Supplemental, Site, and District Funds

Action 2

All Students

Teachers and Administration will continue to implement Interim Assessments and other research-based assessments to monitor student performance in grade-level standards, adjust instructional program using related performance reporting, and prepare students for success on state assessment measures, specifically students within targeted populations who are not meeting standard/proficiency.

Teachers and Intervention Staff will utilize iReady Diagnostic data to identify students at risk of below-grade level performance in reading. Scheduled meetings throughout the year will include timely data analysis and adjustment of intervention program to support student needs.

Teachers (grades 3 -5) and Intervention staff will review data from previous assessments (including Interim Assessments and CAASPP performance) to prioritize areas for focus of Interim Assessments and provide supports for students who are not meeting proficiency.

Teachers will use district-adopted materials in *Wonders* and *Math In Focus* assessments to monitor grade-level standards and adjust instructional program.

Teachers in 2nd grade will use performance task in *Wonders* to expose students to design of Performance Task in preparation for 3rd grade.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Release Time--\$1,500 – (duplicate – see Goal 1, Action 3)	Supplemental, Site and District Funds

Goal 3

Provide a school environment that fosters physical and emotional security, encourages community and family involvement, and focuses the school climate on creating opportunities for student engagement, as measured by the Graduation Rates, Site Parent Participation Rates, CA Healthy Kids Survey, Attendance, Tardy, and Truancy Rates, State Assessment Participation Rates, Discipline Data, and parent and student feedback.

Identified Need

- CA Dashboard— Attendance (Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, Two or More Races, White, Asian, English Learners)
- State Assessment Participation Rates—95% Participation Rate for Students with Disabilities
- SARC Report—Maintain Facilities in Good Repair
- CA Healthy Kids Survey— School Connectedness
- Attendance Data—8.6% of Students are Chronically Absent

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard (Red/Orange/Yellow Areas)	8.6% chronically absent, increase of 4.4%	Reduce chronically absent to 7.5%
State Assessment Participation Rates	99% participation rate	100% participation rate
SARC Report	Maintain	maintain
Attendance Data	8.6% chronically absent, increase of 4.4%	Reduce chronically absent to 7.5%
Discipline Data	No suspensions 2018-2019	0 suspensions

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey	On average, 84% of students feel safe at school, happy to be at school, and feel connected to school.	Maintain or increase students' feelings regarding school.

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students

Provide inclusive school environment for all students by providing opportunities for school community participation during and outside of the school day, recognizing the strength of cultural and linguistic diversity, the importance of leadership roles, the experience of co-/extra-curricular activities, and commitment to life-long learning.

Point Vicente has kicked off its first year implementing PBIS. Our school PBIS team has expanded and is adjusting its focus through the new district consultant's guidance. Our school expectations are articulated (PEACE reminds us to Practice Respect, Encourage Responsibility, Act Safely, Care for Others, and Effort is Everything), our matrix outlines expected behaviors in different settings, we are developing tiered interventions including alternate means of correction and restorative practices. All staff have been included in training and will continue to be supported to implement expectations school wide. All teachers used lessons to teach expected behaviors, and our pool of lessons will expand.

Point Vicente provides an annual International Day event which is treasured by students and families. At International Day Assembly, the arts of music and dance serve as opportunities for students to share their cultural traditions. Later, families work together to host booths to introduce the school community to language, geography, traditions, and contributions of other countries.

Thanks to the support of our PTA, Point Vicente offers multiple Family Nights at low-to-no cost where families can meet at school and socialize. PTA also supports Science Night where children are guided through engaging science exploration activities. Parents are invited to attend Read Across America celebration, and read at lunch with their children. Every classroom provides opportunities for parent involvement.

Point Vicente will continue to encourage involvement and participation of parents and guardians by soliciting feedback through PTA, School Site Council, and school communication.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

PBIS Supplies--\$2,000

Site Discretionary

Action 2

All Students

Provide Parent Involvement and Education Opportunities within the school community, communicating and engaging frequently, timely, and transparently, and in collaboration with the District Parent Organizations (PEF, PTA, etc.).

Point Vicente actively supports PEF by including PEF in all parent nights and school presentations funded by PEF. Teachers donate their time for an annual fundraising activity in support of PEF.

Principal meets with PTA President and 1st VP at least monthly and as necessary to share concerns, problem solve, and coordinate resources. Principal attends all PTA Exec Board meetings and presents at all PTA meetings to share information with parent community, respond to questions, and collect input and feedback. Principal will utilize these opportunities to share with parent community school initiatives including SEL curriculum, PBIS, and progress on school goals.

Principal will continue to solicit parent comment, observations, concerns and all feedback through school communications, and principal will respond in a timely matter.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

N/A

Action 3

All Students

Staff and administration will continue to develop social/emotional learning and progressive discipline supports by implementing guidance lessons, restorative practices, procedures for crisis and threat, and identifying school climate indicators to improve overall culture.

Point Vicente will complete its inaugural year of PBIS. We have completed introductory lessons and have prepared mid-year “refresh” lessons in school expectations. PBIS Team will meet monthly to

review data, develop and share restorative practices, and develop and share procedures to ensure a positive climate at Point Vicente. We will continue to implement with fidelity the signature practices of PBIS including clearly articulated school rules/expectations, a matrix providing specific examples of behavior by location, examples of behavior, a positive reward system, and tiered interventions.

Point Vicente will continue its implementation of Second Step, our SEL curriculum. Teachers will utilize the weekly lessons in the classroom. Playground supervision staff will continue to utilize the conflict resolution steps of Second Step to solve peer conflicts.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

N/A

Goal 5

Reduce chronically absent students from 3.7% (2018-2019) to 2.5% by informing parents through letters, meetings, SART and SARB of the importance of being at school.

Identified Need

Point Vicente demonstrates less than satisfactory attendance (Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, Two or More Races, White, Asian, English Learners) as measured on CA Dashboard.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

(Aeries 2018) With Disabilities Attendance

11.4 (4 students) with chronic attendance

Reduce to less than 5%

(Aeries 2018) Hispanic Attendance

2.6% (1 student) with chronic attendance

Reduce to 0%

(Aeries 2018) White Attendance

5.3 (6 students) with chronic attendance

Reduce to 2%

(Aeries 2018) All Student Attendance

3.1% Chronic

Reduce to 2%

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

Students with a history of unsatisfactory attendance.

At the beginning of the school year, Principal will contact parents (email, phone call, or in person) to form a plan for satisfactory attendance for the coming year. Parent and Principal will collaborate to put into place supports for the coming year to avoid a repeat performance. Principal will continue to monitor student attendance to determine adequacy/effectiveness of supports.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

N/A

Action 2

All Students

Principal, Office Manager, and all Teachers will monitor absenteeism, have parent conferences/SSTs, and refer to SART and SARB as necessary to educate parents on the importance of school attendance.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

N/A

Annual Review

SPSA Year Reviewed: 2018-19

Analysis

Goal 1 focused on maintaining district facilities and a highly skilled staff to deliver curriculum aligned with state standards.

Due to scheduling conflicts, Point Vicente teachers were not included in district CGI PD training. For the coming year, 50% of teachers have been scheduled for a CGI training, and the district has committed to providing the training for the remaining 50% during the coming school year (2019-2020). PVPUSD elected to extend its timeline for adoption of NGSS Curriculum. All other goals were met as written.

CGI will be included as part of staff PD 2019 – 2020, Goal 1, Action 2

Goal 2 focused on providing an instructional program which raises achievement for all students in all four content areas.

Strategies/Activities were completed as directed. Expected outcomes were exceeded except for Class of 2020 where the number of students Met/Exceeded standards in math decreased from 93% to 87.3%.

Goal 1, Goal 2, and Goal 3 include focus on improvement in math performance.

Goal 3 focused on providing an instructional program which raises achievement for all students who are identified as English Learners, Students with Disabilities, or identified as Gifted and Talented.

Strategies/Activities were completed as directed. Expected outcomes were exceeded except for Special Ed Student's Math goal, where the total of students who scored Met/Standards Exceeded declined. The performance of this subgroup is clearly impacted by individual students and is not necessarily a reflection of educational program.

Goal 4 focused on providing a school environment that fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement.

Strategies/Activities were completed as directed. Expected outcomes were met.