

2020–21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

The instructions for completing this form will begin on page 2.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
San Ysidro Middle School is eligible for Comprehensive School and Improvement (CSI).

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>The LEA has worked with San Ysidro Middle School to develop a plan informed by state indicators and a school level needs assessment. The state indicators show: increased rates of chronic absenteeism and suspension rates for all student groups, moderate improvement in English Language Arts (status is -49.9 points below standard), and decrease in Mathematics(status is -120.2 points below standard). This information was shared with school site staff along with local data that included referral data and local assessment data for English Language Arts and Mathematics. These data presentations were the foundation for building understanding of present levels.</p> <p>The next steps include needs assessments based on an understanding of the data and the identified needs of stakeholder groups. The needs assessment include surveys, and feedback gathered at meetings with staff, parents, and students. Stakeholder feedback was gathered at staff meetings, department meetings, instructional leadership team meetings, positive behavior intervention and support (PBIS) committee meetings, school site council (SSC) meetings, and english learner advisory council (ELAC) meetings. Additionally, site administrators met with their Instructional Staff to examine data, discuss classroom walk through observations, to determine next steps for improving instruction and equitable access for all students. In our analysis of school site needs we identified resource inequities by using data from the needs</p>

assessments that were distributed to staff and parents, LEA common assessment data for ELA and Math, State Assessment Data (ELPAC and CAASPP), as well as from classroom walk-through data. This information has helped us to determine the need for increased academic support for English Learners through academic language development due to our high level of LTELs and the need for high levels of academic language across all curricular areas. Additionally, our data indicated the need to support and develop student and family connectedness to the school which we are seeking to address through increased access through communication and PBIS strategies. An overview of the needs assessments also indicated the need to improve and support students through SEL and counseling, as this was an area that lacked resources. The interventions were selected through an evaluation of the needs assessments and alignment with the evidence based interventions resources provided by the County Office of Education.

As we pivot to the initial implementation of the selected evidence based interventions to create equitable access to the curriculum and support services for all of our students, we will continue to develop a list of recommended evidence based interventions to support schools in the improvement of services provided to students using the resources provided by the County Office of Education. We will also work to specify metrics for the measurement of the effectiveness of the interventions that are being implemented for the purpose of monitoring the effectiveness of the identified interventions.

The needs assessment to determine that the greatest needs in relation to attendance and chronic absenteeism include parent communication and school climate. The identification of these two areas have supported the need to increase and refine parent involvement by improving our manner and frequency of communication. The school has added a monthly newsletter and weekly posts on social media, robo call and school websites of upcoming events. We will continue these methods of communication and continue to work with school site administrators to determine evidence based best practices to support chronic absenteeism issues. We will use the evidence based intervention resources provided by the county to determine next steps in this area.

San Ysidro Middle School plans to improve school culture by continuing and refining PBIS, and has continued to do so through continued efforts that have carried over into the distance learning platform. The LEA has supported this move to a digital platform by ensuring that all students have access through chromebook and hotspot purchases and distribution. The LEA has added additional supports this year which impact school climate and culture. Of note, the LEA has purchased a Tier I curriculum for Social Emotional Learning that is being implemented by teachers as part of our multi-tiered approach to mental health and well-being. This multi-tiered system also provides for a referral system to counseling support when deemed necessary. Additionally, the LEA is supporting the school in transitioning to SWIS for incident reporting, so that we are able to collect, summarize, and use student behavior data for decision making that is more effective and efficient.

In terms of student attendance the school's improved communication and school climate helps to incentivize student attendance and focus on the importance of attendance and engagement. The LEA is supporting attendance and engagement through a multi-tiered system which is coordinated at the district level and is managed on-site by an outreach consultant. This system includes immediate activation of support for students who are absent 3 days in a row or are at risk for chronic absenteeism based on their overall attendance. It can also be triggered by a teacher referring a student through our referral form indicating a concern because of a lack of student engagement. The Outreach Consultant will then begin the Attendance Study Team process to support the student and family with re-engagement by analyzing needs and creating an individualized support plan with the team.

The needs assessment to determine the greatest needs in terms of student achievement indicated that the largest student need lies in the language development of English language learners and academic language development of all learners. As the site worked with stakeholders to pinpoint the needs of students and strategies to meet the needs of students, it was determined by stakeholders that students would most benefit in terms of academic achievement with a site-wide focus on language development across all departments and programs. The school site staff engaged in teacher-led department meetings to determine that the use of evidence based, Achieve3000 would be a vehicle for teachers to implement guided reading/close reading strategy instructional and language development across the curriculum. The staff engaged in professional development on the use of Achieve3000 for language development purposes and each program/department determined an implementation commitment: the English department implements 1 new article per week and all other departments/programs implement 1-2 articles per month on articles related to their subject matter. This focus on literacy and language development across the curriculum will be the academic focus of the entire staff.

San Ysidro Middle School administrators are participating in professional development which includes professional learning through the San Diego County Office of Education (SDCOE), as well as equity work through the National Center for Urban School Transformation (NCUST) with a plan to implement and support evidence based programs and practices at the school site. The work with NCUST includes ongoing coaching for site administrators.

The LEA had worked with site administration to ensure that we are able to support the needs of the site as identified by stakeholders. This has included discussing the site goals that were determined through the needs assessments and integrating the Learning Continuity and Attendance Plan into the school site goals. We have conducted meetings to analyze the information and data along the way to create a support system for the school sites needs and guide the development and implementation of needs assessment data into actions to meet the needs of students across the areas of concern.

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

In order to monitor the effectiveness of the plan we will monitor the data in the areas of attendance on a monthly basis through month end attendance data. This will include overall school attendance numbers, as well as reporting on the individual students who are at risk for chronic absenteeism or who have been referred for lack of engagement to discuss and analyze the implementation of their individual support plans and the impact that their plan is having on attendance and re-engagement. The review team will include the school outreach consultant, Promised Neighborhoods staff member, LEA Attendance Coordinator, and school site administrator.

In order to monitor and support the plan for student behavior and support, we will look at the data from student referrals for behavior and mental-health/wellbeing on a quarterly basis to assess patterns and determine if there is a need to refine the plan or if a new course of action or additional supports are necessary. These meetings will include the school psychologist, counselor, site administrator, teacher PBIS school site team members, and a Pupil Services administrator.

In monitoring the effectiveness of the plan to address student achievement, an Educational Services administrator will meet with site administrators and site Instructional Leadership team teachers will meet on a 6-8 week cycle to analyze LEA common assessment data for English Language Arts and Math. Additionally, we will look at data from Achieve3000 to determine if the plan has had a positive impact on student outcomes. The focus of the meetings will be to assess student progress over time and the instructional practices, as well as to discuss individual student intervention plans for students who are demonstrating a lack of progress. This will help to inform site based instructional leadership.

In order to have a complete understanding of the impacts of the indicated interventions, we will also work to develop and implement the collection of survey data from teachers, parents, and students around school climate, communication, attendance, counseling and behavioral supports, as well as the impacts of the implementation of SEL that will give us a deeper understanding of the qualitative aspects of these issues. This qualitative data and the quantitative data that is shared between each of the site & district level monitoring groups will be shared with the entire school site staff at staff meetings and to School Site Council(SSC) at SSC meetings on no less than a quarterly basis to ensure that all stakeholder groups are able to analyze the data collected and monitor the progress towards the identified areas of support through close collaboration and monitoring of the progress towards identified goals. These data analysis meetings will include a protocol to examine the various data points and look at the need to continue, refine, or revise actions within the plan to improve students outcomes.