

# 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
Washington Unified School District	Prince Marshall Director of Curriculum, Instruction and Assessment	<a href="mailto:Prince.marshall@wusd.ws">Prince.marshall@wusd.ws</a> (559) 495-5600

## Schools Identification

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

## Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>West Fresno Middle School has worked in collaboration with Fresno County Superintendent of Schools (FCSS), in utilizing the Carnegie Model of Continuous Improvement to develop a site Comprehensive Support and Improvement Plan. As a first step in this process, the LEA recruited a balanced stakeholder membership that encompasses FCSS personnel, WUSD District administration, school site principal, learning director, school counselor, and four teachers from each content area and grade level to support the efforts of implementing an evidenced-based improvement model that will support student achievement.</p> <p>As the local needs assessment was planned and carried out, data was collected and analyzed from the following areas: West Fresno Middle School California Dashboard, district benchmark assessments, site level assessments, reading intervention programs, empathy interviews, SARB data, student support services data from our counseling department, SST data, and data from the Sped department. Research based approaches that were conducted during our local needs assessment review were, Root Cause Analysis, Notice and Wonders along with a review of West Fresno Middle School intervention multi-tier system for student SEL and academic support.</p> <p>In collaboration with FCSS, stakeholders, and the CSI team, have identified multiple site improvement needs. Students who exhibit behavior that can lead to or has led to suspension and or SARB, were offered tier one and two interventions to meet their SEL and academic needs. These interventions are evidenced based practices that aim to mitigate a progression towards poor behavior. These tiered approaches aimed to support students often became bottle necked due to the lack of resources in supporting students in a timely manner that have been placed on these caseloads. This conclusion was formulated during the research plan phase and problem of practice approach. The CSI team facilitated a Notice and Wonder activity to continue to narrow down our findings. The CSI team turned the Notice and Wonders into formulated questions to</p>

spark research topics and match proposed interventions to identified needs. These needs identified within the Research Plan document will be the base of the CSI Plan. The team is taking a preventative approach in supporting our students through the whole school setting before students reach tier two.

Our Notice and Wonders research tools and an evaluation of our current practices at the LEA and school site level have provided stakeholders and CSI team with enough data to investigate and identify the problem of practice and create a CSI school plan for student improvement based on site CSI qualifications. The LEA will continue to utilize the practice of Notice and Wonders during our district collaborative and site meetings to further support our ongoing implementation of the selected plan and data collection.

Selected evidence-based Curriculum will be delivered within our universal and supplemental tiered system. Universal is defined as whole-school, while our supplemental tier will be whole-school, it provides intensive levels of student support in academics on a personal growth level. West Fresno Middle School has a structured master schedule that consists of a section for Response to Intervention. Addressing our challenges by utilizing all staff members, removes the idea of hiring personnel and will support all students in every classroom every day. Within this structure we are able to build staff capacity in supporting an intervention platform that is designed to prescribe specifically what each students needs within their Math and ELA content areas through a data driven system.

The LEA will ensure that West Fresno Middle School has time allotted to build capacity and analyze data monthly. Implementation support systems are structured in place by administration, counselors and school psychologists. Professional learning, drop in observations and continued analysis of implementation practices will be evaluated and supported.

The guidance of the LEA in the role of identifying resource inequities were identified within our analysis of site level data. Through the Root Cause Analysis process and stakeholder collaboration, it was evident that in comparison to other sites within our district that there is a personnel imbalance when it comes to providing services for students on our site that meet requirements for counseling, academic remediation and other resources aligned to support student achievement. Resources provided by the LEA are the budget allocations located in the site Single Plan for Student Achievement (SPSA). Stakeholders had the opportunity to breakdown expenses which led to the discussion of resources, personnel, excessive student caseloads, and a lack of universal support to take preventative steps in mitigating excessive caseloads and poor student achievement. The plan that we have developed supplements our site support and infuses sustainability by utilizing a broader approach and current staff.

## **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.

The LEA will include West Fresno Middle School in the monitoring, evaluation and implementation of the CSI plan to meet accountability expectations. The LEA has established benchmarks set throughout the school year to support data analysis and reporting of CSI progress. West Fresno Middle School administrative team meets weekly; CSI team meets monthly with LEA member present along with quarterly

benchmark dates set by the LEA that are discussed at the district level. The areas of focus set by the LEA that align with site goals are the following: Academic, Attendance, Suspension/School Climate and progress of EL's. SMART Goals will be set as a way to measure program effectiveness with the use of the PDSA Cycle.

The type of data that will be collected to support our implementation and effectiveness is that of state, local, site, students and parent feedback through surveys and or empathy interviews. The CSI team will evaluate both qualitative and quantitative data. Qualitative data will be collected in forms of surveys and or empathy interviews to provide systematic feedback aligned with the implementation of our CSI plan. Quantitative data will provide us with hard numbers of which we can observe trends, areas of need and progression towards meeting our CSI SMART Goals.

In efforts to build the capacity of our school, stakeholders and those within our learning community we will continue to focus on the Carnegie Continuous Improvement Model. The goal of the LEA is to support each focus area with fidelity through professional learning, site alignment of services and scaffold support through counselors, administration and other coaching opportunities aligned to site needs. We will ensure that time is allotted for staff collaboration with a direct intention on addressing the implementation of our CSI plan.



## Instructions

The Every Student Succeeds Act (ESSA) requires the local educational agency (LEA), in partnership with stakeholders, to develop and implement a plan to improve student outcomes in each school identified for Comprehensive Support and Improvement (CSI). The CSI plan must be approved by the school, LEA, and its state educational agency (SEA). For purposes of the ESSA, the State Board of Education (SBE) serves as California's SEA.

At its January 2019 meeting, the SBE took action to approve three CSI Prompts to be included in the Plan Summary of the Local Control and Accountability Plan (LCAP). The LEA would use the CSI Prompts to report how it was developing its CSI plans and monitoring improvement progress. The County Office of Education (COE) would then approve the CSI Prompts and submit a list of the LEAs with approved prompts to the SBE for final approval.

In response to the effects of COVID-19 on California's education system, Senate Bill 98 waives the requirement of the LCAP for the 2020–21 school year (SY). The attached form replaces, for the 2020–21 SY only, the CSI Prompts requirement in the Plan Summary of the LCAP.

Each LEA with schools identified on the 2019 California School Dashboard (Dashboard) for CSI, shall complete this form and submit to its COE for approval no later than **October 31, 2020**. The COE shall determine the method of submission that best meets its local context.

A COE that serves as an LEA with schools identified for CSI on the 2019 Dashboard and that generally submits an LCAP to the CDE, shall complete and submit the 2020–21 CSI Prompts form to the CDE at [LCAPreview@cde.ca.gov](mailto:LCAPreview@cde.ca.gov) no later than **October 31, 2020**.

The required details and prompts are as follows:

Provide the LEA's contact information in the space provided in the form:

- **Name of the LEA**
- **Contact Name and Title**
- **Contact email address and phone number**

Complete each prompt in the space provided.

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**LEAs:** Complete and return this form to your COE no later than **October 31, 2020**.

**COEs that serve as an LEA with schools identified for CSI and that would normally submit an LCAP to the CDE:** Complete and return this form to the CDE at [LCAPreview@cde.ca.gov](mailto:LCAPreview@cde.ca.gov) no later than **October 31, 2020**.

**For questions, please contact the School Improvement and Support Office (SISO) at 916-319-0833.**