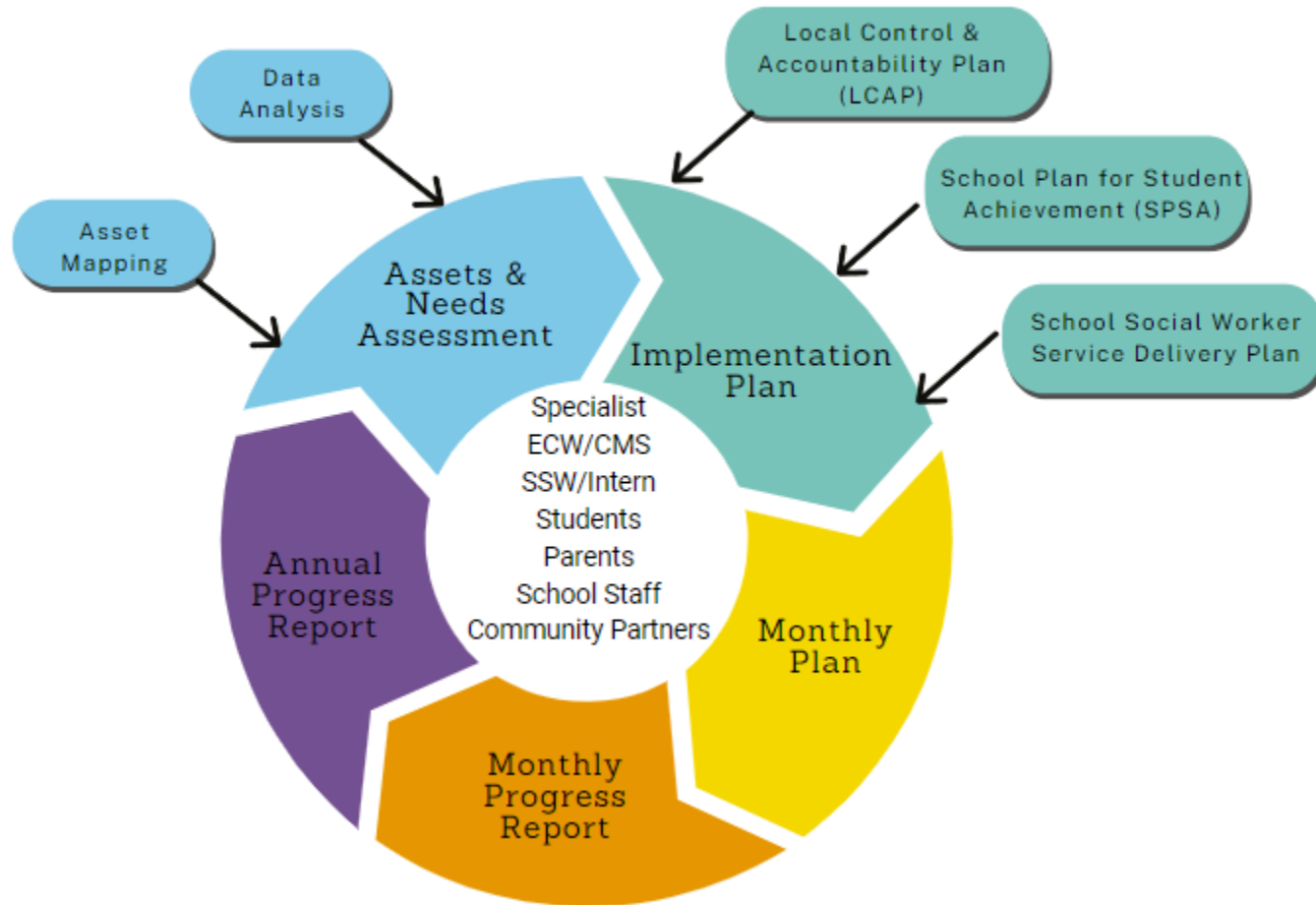


Community School Council Implementation Plan (CSCIP) for 2024 – 2025

School Site Name: Waite

This implementation plan should be developed by your site's shared decision-making team or council to ensure participation from students, staff, families and community partners. This plan is built from your Assets & Needs Assessment and should align to your district's Local Control & Accountability Plan (LCAP) and your school's School Plan for Student Achievement (SPSA). This plan will be used to develop your Monthly Implementation Plans and Progress Reports. It will also facilitate completion of the Annual Progress Report (APR) at the end of the year.



Community School Council Implementation Plan (CSCIP) for 2024 – 2025

Capacity-Building Strategies

Describe your team's plan to implement the five capacity-building strategies as described in the [Capacity Building Strategies document](#). You can refer to your optional [self-assessment](#) and summarize the information you provided there.

Capacity Building Strategy	2023-24 APR Reflection	2024-25 Capacity Building Goals	Measure for Capacity Building Goals	End of Year Reflection
<i>Example: Collaborative Leadership</i>	<i>Visioning</i>	<i>Engaging – Develop Community School Council (CSC) that includes diverse voices from students, parents/caregivers, school staff, and community members.</i>	<i>EPS – Shared Decision Making – # of Student, Parent, Staff and Community Participants</i>	In the APR, you will reflect on your team's progress in strengthening and building the capacity of all interest-holders in implementing the community school's approach.
Shared Commitment, Understanding and Priorities	N/A	Visioning: Promote Community School Council by presenting during Staff Meeting and create a signup sheet, schedule 1:1 meeting with staff to have discussion regarding CSC and commitment and expectation. Distribute school personnel, student and parents needs assessment survey and present data during CSC and SIT and Support Staff Meeting. Identify goals and first year plans.	Number of students, staff, and parents who complete surveys, participate in 1:1 interview and number of CSC meetings conducted for the school year 24-25.	
Centering Community-Based Learning	N/A	Visioning: Conduct surveys to staff, students and parents to assess their knowledge and thoughts regarding community based learning. Provide information to staff regarding how community based learning affects student's learning. Provide information regarding how the CS model helps support and some of the gaps in the PLC model.	Number of surveys completed and 1:1 meetings.	
Collaborative Leadership	N/A	Visioning: Collaborate with admin, SLT, PLC lead and help identify how CSI model and strategies help support PLC model.	Number of 1: 1 meeting	
Sustaining Staff and Resources	N/A	Visioning: Collaborate with admin, staff, and district personnel in conducting existing assets at school and LEA level and school budget. Conduct an inventory of current professional learning systems and support. Meet with school admin, SLT, and PLC leads to discuss how CSI aligns with PLC strategies.	number of 1: 1 meetings and needs assessment survey.	
Strategic Community Partnerships	N/A	Visioning: Create a needs assessment survey for students and parents to help identify potential partners. Create resource mapping to help identify potential partners.	number of people that completed survey number of meetings set up with community partners. number of partners that agreed to be part of Waite MS CSI	

Engaging Educational Partners

As part of establishing collective priorities, schools plan and execute an asset and needs assessment that engages most students, staff, families, and community members in identifying their top community school priorities and vision. You can refer to this [Deep Assets and Needs Assessment](#) or this [Condensed Assets and Needs Assessment](#) for guidance.

What groups will you engage in your school site's asset and needs assessment and how will they be engaged?

School Community Group	Do you plan to engage this school community group?	How will you engage this school community group?	Please elaborate on the selected engagement strategies.	End of Year Reflection
Example: Administrators	Yes	- One-on-one interviews - Meetings and forums	I will engage Administrators in the assets and needs assessment process by: - Hosting a meeting/forum to discuss findings from the Community Schools Survey - Conducting 1:1 interviews with the principals and assistant principals to identify what they believe are school assets and areas of need.	<i>In the APR, you will reflect on the extent to which you have engaged different school community groups and the processes you used to engage them.</i>
Administrators	Yes	- One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums	I will meet with the school admin in creating the assets and needs assessment process. - Participate in the School Leadership Meeting and School Site Council to discuss findings from Comm School surveys. - Conduct 1:1 interviews. During the meeting I will conduct a visioning exercise to get a deeper understanding of teachers core values and create a collective vision for school. - Discuss how CSI strategies aligns with the PLC model that the school is implementing.	
Educators	- Yes - No	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums	I will engage with educators in the assets and needs assessment process by - Conducting a needs assessment utilizing survey tools. - Schedule 1:1 interview with a PLC lead teacher, counselor, Wellness Specialist, brand new teacher, teacher from different grade levels, and a long term teacher. During the meeting I will conduct a visioning exercise to get a deeper understanding of teachers core values and create a collective vision for school.	

			• Participate in School Leadership Meeting, PLC meeting, School Site Council, and SIT meeting to present Community School Data. • Meet with PLC lead teachers and discuss how the PLC model aligns with CSI strategies. • Meet with teachers 1:1 on a weekly basis • Schedule focus group 1 per semester.	
Classified staff	• Yes • No	• Surveys • One-on-one interviews	I will engage with classified staff in the assets and needs assessment process by • Create a survey to conduct needs assessment and staff knowledge regarding Community School Initiative. • Schedule a 1:1 meeting with principal secretary, attendance staff, Mckinnley Vento liaison, and Parent Liaison • Schedule focus meeting with classified staff to provide information regarding data obtained and also invite staff to take part in the Community School Council.	
Students	• Yes • No	• Surveys • Focus groups • Visioning Exercise	I will engage with students in the assets and needs assessment process by • Create student needs assessment surveys one to assess for Math and English and Language Arts needs and 2nd survey will assess students thoughts and needs regarding disciplinary issues and also school climate. • Schedule focus group meetings per grade level to conduct a deeper dive in their thoughts regarding the issues regarding peer conflict. • Schedule small group session with students to conduct visioning exercise • Administer survey during Fall Semester to learn more about student's needs both for academic and also discipline issues.	
Family members	• Yes • No	• Surveys • Focus groups	I will engage with educators in the assets and needs assessment process by • Create a survey to conduct needs assessment regarding workshop topics. • Schedule focus group by Dec 2024 to gain better knowledge regarding support parents needs at school.	

Community members	• Yes • No	• Surveys • One-on-one interviews • Focus groups	I will engage with community member in the assets and needs assessment process by • meet with community members and potential partners to provide information regarding students and caregiver's needs. • Provide information regarding the Community School Council and possible joining CSC. • Conduct 1:1 interviews or focus groups to learn more about their organizations.	
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How will you engage historically marginalized student and family groups through your asset and needs assessment process (these groups might include: families or students from racially minoritized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners, or newcomers, etc.)?

Group	How do you plan to engage this student and family group? Provide a brief description.	End of Year Reflection
Example: Group 1: African American Students	We plan to engage African American Students by surveying participants in the school's Black Student Union to identify their strengths and needs. We will also conduct a visioning exercise to identify their connectedness and sense of belonging at the school. Results will inform our planning.	In the APR, you will rate the extent to which you have engaged members of these groups in developing your community school and provide a brief description of how you have engaged them.
Group 1: African American Students and their families	We plan to foster a supportive and inclusive environment for our African American students and their families. We will engage by hosting culturally relevant events, such as family nights and workshops, that celebrate African American heritage and address specific community needs. Additionally, we will create open channels of communication with families to understand their concerns and collaborate on solutions that enhance academic and social outcomes. Our goal is to build trust, promote student success, and empower families through meaningful partnerships.	
Group 2: Students identified as being part of McKinney Vento	We plan to collaborate with our McKinney Vento Parent Liaison and district team to continuously assure that we have an up-to-date list of students identified as being part of McKinney Vento. We plan to create a safe and stable environment for them. We will engage with these students and their families by providing essential resources, such as access to food, clothing, and school supplies, while connecting them with local housing and social services. Additionally, we will ensure personalized academic and emotional support through mentorship programs and counseling services. We also plan to continuously conduct an ongoing needs assessment to align the community partners with bringing in the needs of our students and families. Our goal is to reduce barriers to learning and foster a sense of belonging and stability for every student.	

Goals and Actions

Your Community School Council goals can include a variety of topics across the community schools' pillars, such as student attendance, health/mental health, after school and summer programming, learning recovery/acceleration strategies, school climate, authentic family engagement, educator retention, collaborative leadership, etc. The goals should align to your district's Local Control and Accountability Plan (LCAP) and school's School Plan for Student Achievement (SPSA). At least one student-centered goal should be identified.

Review your District's Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), Annual Progress Report (APR) and School Social Worker Delivery Plan. Link them below:

Plan/Report	Link
LCAP	https://docs.google.com/document/d/1uJLaury3oyflsT5Ac4RMEu-agVZ6J-a7Eq8vDacpQ30/edit
SPSA	https://docs.google.com/document/d/1WRY2ai6rED2mVi980ox2T6tWggU2f5Lxbqf7twr1mD8/edit
APR (2023-24)	https://www6.cde.ca.gov/californiamodel/pratereport?&year=2023&cdcode=&scode=6021075&reporttype=sgroups
Ed Data	https://www.ed-data.org/school/Los-Angeles/Norwalk--La-Mirada-Unified/Nettie-L_Dot_-Waite-Middle

Identify 3 SMARTIE (Specific, Measurable, Achievable, Relevant, Time-Bound, Inclusive, and Equitable) goals for your community schools' initiative. You can refer to this [SMART Goals: How to Guide](#) and [Creating SMARTIE Goals](#) resource for guidance. Parent engagement should not be a separate goal; it should be included within each goal.

SMARTIE Goals	Explain why the CSC has developed this goal and how it relates to your Assets and Needs Assessment, LCAP, and SPSA.	End of Year Reflection
Example: Increase African American student's sense of belonging as evidenced by an increase in the % of students who answer "Agree" or "Strongly Agree" to the Community Schools Survey question on belonging, from 28% to 33% by June 2024.	Our school's SPSA goal is to create a "safe and welcoming learning environment for all." In our Assets and Needs Assessment, we noticed African American students had lower scores on the Community Schools Survey question: "I feel I belong at my school." 28% (28/100) compared to 35% (72/206) for the entire school.	In the APR, you will reflect on the actions taken to meet these goals.
By June 2025, Waite Middle School will increase the percentage of students meeting standards on the ELA CAASPP from 32.5% to 37.5%. For Math, the percentage of students meeting standards will increase from 11.8% to 16.8%. This improvement will be achieved through targeted monthly academic interventions, including tutoring, small group instruction, and progress monitoring, tailored to address student needs, increase parent engagement and to support students' improvements, and provide additional instructional support.	Waite Middle School SPSA is to increase the percentage of all students Meeting Standards on ELA CAASPP by 5% annually which means from 27.8% to 32.8%. In regards to their Math CAASPP goals, Waite Middle School aims to increase their score 3% which means from 8.5% to 11.5%. Data Dashboard student performance below standards in English Language Arts • ELs: -74. • Hispanic: -74 • Homeless: -63.7 • Socioeconomically Disadvantaged: -62.6 • Students w/Disabilities: -152 Math	

	• EL s- only .9% met standards • Homeless Students- 6.9% met standards • Students with disabilities- only 1% met standards.	
2 By June 2025, Waite Middle School will reduce its overall suspension rate from 8% to 3% by increasing student engagement, connectedness, and implementing targeted interventions and activities that foster a positive inclusive school environment, and collaborate with parents to increase their understanding regarding school expectations.	According to the LCAP 2024-2025 report Current suspension rate for all students per 2023 Dashboard is 3.3%/Performance level orange. Current suspension rate for SWD per 2023 Dashboard is 5.5%/Performance level orange. Also, the goal is the 3 year goal is is suspension rate for all students per 2023 Dashboard is 1.3% or less/Performance level increase. Per school and district admin and personnel, there is a shared understanding and need to decrease suspension rate by focusing on developing a tiered system approach in intervention by utilizing the Positive Behavioral Intervention System. Spring 2024 Panorama Data, results stated NLMUSD Secondary students reported 58% of students reported feeling a sense of belonging. Also, based on our teacher, support staff and admin interview they have identified wanting to support students and parents to improve student connectedness. California Dashboard also indicated by Fall of 2023 there was an increase of suspension by 2%. 8% of the students suspended were EL, 8 foster youth, 10.1% were identified as homeless, 7.9% were identified as socioeconomic disadvantage, and 30.8% of African American students were suspended. This has increased from previous year by 5.8%. The SPSA 22-23 report also showed a concerning 10% increase in suspensions totaling 54 incidents from previous school and for school year 23-24 there were a total of 22 students suspended.	

By June 2025, Waite Middle School aims to reduce the percentage of students failing two or more classes from 31.8% to 25% of total student population. This will be achieved through an increase of targeted academic Interventions, implementation of afterschool and saturday school support, enhanced instructional support, and increased parent's access to school system to better monitor student's progress.	Waite Middle School has a high rate of students with 2 or more Ds and Fs. According to LCAP, middle school drop out rate per 22-23 CALPADS is .08% and their goal is to decrease that to 0. LCAP goals also stated increasing student's performance in English Language Arts and Math. Several focus staff focus groups were conducted during the 23-24 and 24-25 school year and school personnel suggested grades might improve if parents had access to Powerschool so they can better monitor their child's grades and school academic performance. We also conducted ELA and Math Success Surveys to students and students identified barriers that made it difficult for them to pass their classes and support they need to improve grades. Students stated they wanted more support at home and also at school. CAASPP 23-24 reported that students as a whole have made progress in increasing their ELA and Math scores which demonstrates that students are able to understand ELA and Math. We also utilized Powerschool to run the data to determine students failing 2 or more classes..	
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Measuring and Reporting Results

Identify the outcome measures you intend to use to assess your progress as it relates to your CSC goals. Please provide baseline data for the 2023-2024 school year and desired outcome for the 2024-2025 school year.

SMARTIE Goal Example

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
"Agree" or "Strongly Agree" to the question "I feel I belong at my school"	Community Schools Survey	28% (28/100)	33%	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Center the voice of African American students by conducting focus groups at Black Student Union meetings.	Bi-monthly
ECW/CMS	Build partnerships with African American families and caregivers by hosting African American Family Night.	Once a semester

School Social Worker	Recruit African American students to participate in the Peer Leadership program and access MH services. Provide MH Parent workshops.	Monthly
Intern	Build positive relationships with African American students on caseload by practicing perspective-taking.	Regularly
School-Staff Member 1	The counselor will run a list of eligible African American students to meet.	As needed
School-Staff Member 2	The counselor secretary will make call slips for students two days before the focus groups.	As needed
Community Partner 1	Mental health providers will investigate providing workshops for African American students/families, if needed, based on information gathered. (Collaborate with PES and SSW to not duplicate services)	Monthly
Community Partner 2	Non-profit organization will develop a mentorship program between African American teachers and students.	Annually

SMARTIE Goal 1

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
By June 2025, Waite Middle School will increase the percentage of students meeting standards on the ELA CAASPP from 32.5% to 37.5%. For Math, the percentage of students meeting standards will increase from 11.8% to 16.8%. This improvement will be achieved through targeted monthly academic interventions, including tutoring, small group instruction, and progress monitoring, tailored to address student needs, increase parent engagement and to support students' improvements, and provide additional instructional support.	CAASPP data and end of the year grades.	Math: 8.5% English Language Arts: 27.8%	Math: increase by 3% from 8.5% to 11.5% English Language Arts: Increase by 5% from 27.8% to 32.8%	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Conduct all grade level surveys to conduct needs assessment to learn more about what will help students increase test score. Also planning to work with school admin and counselors to review results of surveys and identify support for students. Collaborate with ELA and Math teachers to learn more about instruction techniques and support for students.	As needed
ECW/CMS	Build partnership with parents by providing parent workshops to increase parent's knowledge and engagement in monitoring their student's progress at school	4 per semester
School Social Worker	Provide classroom Push In lessons to promote social emotional learning skills.	1x a month
Intern	Build and provide support to promote mental health and also engage with students and staff in understanding how mental health support and academic support are related.	as needed
School Staff Member 1	Counselors will provide support to students and parents by offering monthly workshops, classroom push-in lessons and collaboration with school staff and parents to continue increasing testing scores.	1x a month
School Staff Member 2	Admin will support initiative in promoting SBACC academy, host award ceremonies for students who improve their SBACC score.	1x a semester
Community Partner 1	Collaborate with community partners to help students with their basic needs as a way to remove barriers that affect learning.	as needed
Community Partner 2	Margaret's Place will have classroom lessons, workshops for parents, monthly initiatives, peer leadership and groups.	as needed.

SMARTIE Goal 2

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
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2.By June 2025, Waite Middle School will reduce its overall suspension rate from 8% to 3% by increasing student engagement, connectedness, and implementing targeted interventions and activities that foster a positive inclusive school environment, and collaborate with parents to increase their understanding regarding school expectations.	CA Dashboard Number of students suspended by 24-25 school year. Number of students referred to the student support team for support.	11 suspended (reasons: Bullying, disruptive behavior, unacceptable items brought to campus, and physical injuries.	at least a 50% decrease from 11 totalled suspension to no more than 5 students suspended.	In the APR, you will reflect on your progress to meet this goal.
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Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Conduct needs assessment and focus groups throughout the year to continuously monitor students and school needs to improve positive relations. Collaborate with school administrators and school staff in creating a PBIS team to help support positive behavioral engagement with students in all 3 tiers. connect with different community partners to support positive student connectiveness.	As needed
ECW/CMS	Collaborate with McKinney Vento Parent Liaison and School Wide Parent Liaison in scheduling 1x a month parent workshops that promote positive engagement with students and school. Also, plan a school wide afterschool event to increase positive parent engagement.	Workshop: Monthly School Wide Event: 1x a semester.
School Social Worker	Provide monthly push in lessons to promote positive student engagement and SEL skills	1x a month
Intern	Create expanded learning opportunities to promote positive student staff engagement. Will start E-Sport Club	weekly E-Sport: will meet 2x a week during lunch.
School Staff Member 1	Counselors will continue to monitor the Universal Referral System and promote in class. Provide Pushin in Lessons to promote positive student interaction.	as needed
School Staff Member 2		
Community Partner 1	Margaret's Place will provide safe space for students and will conduct groups, conflict resolution skill building and classroom push in lessons focusing on SEL and conflict resolution and anger management skill building	3x a semester
Community Partner 2		

SMARTIE Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
By June 2025, Waite Middle School aims to reduce the percentage of students failing two or more classes from 31.8% to 25% of total student population. This will be achieved through an increase of targeted academic Interventions, implementation of afterschool and saturday school support, enhanced instructional support, and increased parent's access to school system to better monitor student's progress.	Progress Reports and first and second semester final grades.	31.8%	25%	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Meet with the school leadership team on a regular basis to monitor student's needs in the classroom. Also plan to continue to conduct classroom observation to better learn about student's needs in the classroom. Also, conduct needs assessment and identify community partners who can help students needs.	Monthly
ECW/CMS	Monthly parent workshop topics will center around academic performance and community with school. Also provide Tech Tuesday workshop to help parents sign up for PowerSchool and provide support on how they can utilize the program to monitor their child's school progress.	Monthly
School Social Worker	Provide monthly push in lessons and monthly campaign to promote academic support.	Monthly
Intern	Provide mental health services and support and expanded learning opportunities to engage students in improving their grades. Will start E-Sport which will be tied in their academic progress.	Bi monthly
School Staff Member 1	Counselors will provide 1 Minute Check in 2x a year, Push In lessons, and on going check ins with students	1 Minute Check Ins: 2x a year Push In Lessons: 1x a month
School Staff Member 2	Admin will continue to collaborate with community school staff to provide support in goals and initiatives.	as needed
Community Partner 1	Margaret's Place will provide SEL support to students to help improve academic performance and relationships.	As needed
Community Partner 2		

Whole Child and Family Supports Inventory

To make progress toward the identified goals, your site may provide a range of whole child and family supports (see [Whole Child and Family Supports Inventory](#)). For each potential support below, please identify if the support will be part of your Community Schools Implementation Plan.

Potential Support	Will your site be providing this support?	If yes, which goal is it aligned to? How does it align?	End of Year Reflection
Example: Student Leadership Development and Opportunities (14)	Yes	Goal #1 – Increasing AA student sense of belonging by centering the voice of African American students in leadership opportunities, such as the Black Student Union.	In the APR, for the support you answer “Yes” to, you will reflect on the phase of implementation as you end the year. Was the support: A. Previously implemented and now integrated into the community school work B. Expanded partnership C. Provided training/PD D. Expanded capacity to offer support E. Collecting data and tracking improvement. You will also reflect on the funding source you are exploring to ensure the sustainability of each support.
Health Screening and Services (vision, dental, hearing, neurological, physical health) (1)	No		
Mental health Screening and Services (2)	Yes	Goal 2 Increase the utilization of the new Universal Referral System to make sure students are receiving adequate support	
Nutrition Services and Support (3)	No		
Academic Support (tutoring, specialist, etc.) (4)	No		
Counseling Center (5)	No		
Multi-Tiered System of Support (6)	Yes	Goal 1,2, and 3 Support the creation and the utilization of the multi tiered system to support academic support, parent support, student engagement, and providing intensive services as needed.	
Coordination of Services Team (e.g., COST team) (7)	Starting	Goal 2 and 3: Increase utilization of the new Universal Referral Form and begin to form the COST to monitor referrals.	
Before School (times/services) (8)	No		
After School (times/services) (9)	No		

Summer Programs (10)	No		
During School (learning pathways, differentiated instruction, lab times, etc.) (11)	No		
Teacher Leadership Development and Opportunities (12)	No		
Parent Leadership Development and Opportunities (13)	No		
Student Leadership Development and Opportunities (14)	No		
Shared Decision-Making Bodies that center the voices of students, families and community (15)	No		
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) (16)	No		
Home Visits (17)	No		
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) (18)	No		
Positive Behavioral Supports (19)	Starting	Goal 2 and 3: Increase student's connectedness and positive rewards.	
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20)	Yes	Goal 2: Increase student and caregiver positive connectedness at school and focus on preventative activities to decrease suspension.	
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) (21)	No		
Project-Based Learning (22)	Yes	Goal 3: Increase student's knowledge regarding Project Based Learning to increase their work participating	
Culturally-Sustaining and Responsive Curriculum and Pedagogy (23)	No		

Community-Based Curriculum, Pedagogy, and Projects (24)	No		
Personalized Learning Plans (25)	No		
Performance Assessments (e.g., capstones, portfolios, etc.) (26)	Yes	Goal 1: Increase student's CAASPP scores and parent's awareness on how to support their child.	
Advisory System to ensure every student has a home base / family group and an advisor who knows them well. (27)	No		
Other: (Write in) (28)			
Other: (Write in) (29)			
Other: (Write in) (30)			