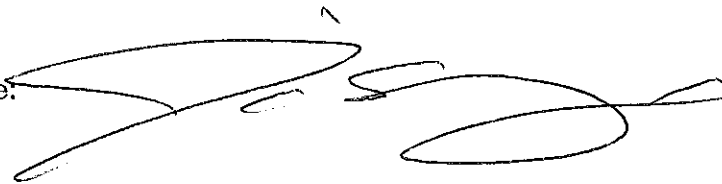


## Ahwahnee Middle

10621666061188

Principal's Name: Jose Guzman

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Jose Guzman', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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<b>Topic</b>	<b>Details</b>
<b>Cover Page</b>	<i>CDS Code with Signature</i>
<b>Table of Contents</b>	<i>Listing of SPSA Contents and District Goals</i>
<b>Centralized Services</b>	<i>N/A</i>
<b>Assurances</b>	<i>Consolidated Program Assurances</i>
<b>School Site Council</b>	<i>Members list</i>
<b>Required Signatures</b>	<i>Principal and SSC Chairperson</i>
<b>Additional Documents</b>	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
<b>School Quality Review Process</b>	<i>Data Analysis and identification of needs and goals</i>
<b>School Report Card</b>	<i>Needs Assessment</i>
<b>Action Plan</b>	<i>Action designed to meet the needs and accomplish the goals</i>
<b>Budget</b>	<i>Allocations and planned expenditures</i>

<b>District Goals</b>	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

**Centralized Services** - No Centralized Services are utilized at this time.

**Consolidated Program Assurances**

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council



<b>School Site Council List</b>					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jose Guzman	X				
2. Chairperson - Karlie Arreola					X
3. Jodie Pishione		X			
4. Hugo Vela		X			
5. Sheryl Mukai		X			
6. Corinne Mayhew		X			
7. Sally Jimenez			X		
8. Dala Ramirez				X	
9. Christine Gamino				X	
10. Michelle Villanueba				X	
11. Lisa Baldis				X	
12. Robert Aysayavong					X
13.					
14.					
15.					

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date \_\_\_\_\_.

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jose Guzman		3/21/17
SSC Chairperson	Karlie Arreola		3/21/17

Additional Documents include the site Parent Involvement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2017/18

Ahwahnee - 0010

**ON-SITE ALLOCATION**

3010	Title I	\$45,187 *
7090	LCFF Supplemental & Concentration	\$160,074
7091	LCFF for English Learners	\$25,146
<b>TOTAL 2017/18 ON-SITE ALLOCATION</b>		<b>\$230,407</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,052
Remaining Title I funds are at the discretion of the School Site Council	\$44,135
<b>Total Title I Allocation</b>	<b>\$45,187</b>

## 2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

### 1 - Academic Performance/Growth/Completion

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	<a href="#">3165</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (ELA)	11/17	N/A <sup>3</sup>	23.32%	23.45%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3166</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (Math)	5/17	N/A <sup>3</sup>	14.90%	16.07%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3158</a>	<b>District Dashboard (Goal 4):</b> Percentage of students with a D or F on their report card	9/17	0.00% <sup>4</sup>	63.88%	63.51%	47.38%	•LCAP Dashboard - 8OtherPupilOutcomes
<input checked="" type="checkbox"/>	<a href="#">6256</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	8/17	N/A <sup>7</sup>	N/A <sup>7</sup>	19.46%	26.80%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	<a href="#">6258</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A <sup>8*</sup>	N/A <sup>8</sup>	N/A <sup>8</sup>	0.00%	14.16%	•LCAP Dashboard - 4PupilAchievement

### 2 - Social Emotional/Climate Culture

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	<a href="#">917</a>	<b>District Dashboard (Goal 1):</b> Number and percentage of English	5/16	10.00%	19.67%	31.48%	6.94%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL

								Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
		Learner students redesignated (current progress).						
		<b>Annual Measurable Achievement</b>						
		<b>Objective 2:</b>						
<input type="checkbox"/>	<a href="#">863</a>	Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	7/17*	16.67%	26.67%	N/A <sup>9</sup>	N/A <sup>9</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">2358</a>	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	7/16	38.10%	71.43%	54.05%	32.84%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">48</a>	ADA Attendance Rate	10/17	93.86%	93.64%	94.39%	95.36%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	7/17	18.83%	16.69%	13.92%	10.06%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	<a href="#">4849</a>	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	6/17	N/A <sup>10</sup>	N/A <sup>10</sup>	40.92%	27.21%	•LCAP Dashboard - 5PupilEngagement
<input checked="" type="checkbox"/>	<a href="#">2001</a>	<b>District Dashboard (Goal 4):</b> On-campus suspension instances per 100	17/17	95.37%	41.27%	53.55%	19.20%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	<a href="#">843</a>	<b>District Dashboard (Goal 4):</b> Out of school suspension instances per 100	16/17	51.27%	36.42%	57.82%	17.96%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	<a href="#">528</a>	<b>District Dashboard (Goal 4):</b> Expulsions per 100	16/17	1.64%	0.76%	2.21%	0.28%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	<a href="#">1299</a>	Number and percentage of 7th-8th grade students who dropped out	10/17	2.10%	1.67%	1.58%	0.69%	•LCAP Dashboard - 5PupilEngagement
<input checked="" type="checkbox"/>	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	10/17	68.16%	81.94%	81.20%	73.48%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture -



<input type="checkbox"/>	<a href="#">7137</a>	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	5/17	N/A <sup>13</sup>	N/A <sup>13</sup>	63.56%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7136</a>	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	8/17	N/A <sup>13</sup>	N/A <sup>13</sup>	71.81%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7139</a>	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	4/17	N/A <sup>13</sup>	N/A <sup>13</sup>	63.40%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student

## Notes

\* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

### Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

### High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval :  No  Yes | Approval Date : 03/16/2017

Last Edit: J.Guzman - 02/09/2017

Save

## Ahwahnee Middle 2017-2018 - Single Plan for Student Achievement (SPSA)

### Action # 1

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

#### School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	23.45	30	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	26.45	32	

New-Action
  On-going
 Reasoning:
  Strong Evidence
  Moderate Evidence
  Promising Evidence

#### Detail the Action

Ahwahnee Middle School will implement a school wide literacy program based on "authentic literacy." Emphasis will be placed on classroom supports and collaborative professional learning to ensure all students are reading at grade level with the stated goal of moving all students one grade level and beyond per year. This program will create a comprehensive student support structure for students earning D's and F's throughout the year. This structure will provide ongoing tutorials and interventions on a year-long basis with professional learning provided for teachers on the development of strategic formative assessments to support teaching decisions that support students reaching mastery of expected learning results by examining common formative assessments and strengthening AC collaboration as part of the Hoover Regional plan. The theory of action is that teachers will examine student artifacts to determine how to best support students, resulting in higher student achievement and higher grades for students. Included in this literacy component will be an increased focus on the Next Generation Science Standards and the use of digital literacy for all students at Ahwahnee.

#### SMART Goals

By Summer of 2018, SBAC data from the Spring, 2018 administration will show an increase 6.55 percent in the percentage of students scoring at "met or exceeding standards" and students meeting or exceeding grade level standards on the Interim/CFA will grow from 26.45% to 32% by quarter 3, 2018.

#### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

**Details:** Explain the data which will specially monitor progress toward each indicator target

- Students demonstrating on track growth from Interim Exams 1 and 2 will improve by at minimum 10%.

**Owner(s):**

Principal and Admin Liaisons to Departments

**Timeline:**

February 17, 2018 Scores will be monitored following both administrations.

**Details: Explain the data which will specially monitor progress toward each indicator target**

- Continued calibration on WAR Room culminating tasks and grade correlation will see a decrease in the percentage of grades that are higher than culminating task scores by June 27, 2018. This will continue to be monitored through the Warrior Acceleration Room Project as a byproduct of cycles of inquiry on common formative assessments by AC members to determine best practices and support tiered intervention systems. This data will be used to determine which students will be pulled aside for RTI through PLUS+ teacher support and reading interventions, and will guide the instructional decisions of the AC's.

**Owner(s):**

Teachers and ILT

**Timeline:**

Quarterly

**Details: Explain the data which will specially monitor progress toward each indicator target**

- Each teacher will provide an outline of the first quarter of instruction to department liaison which will include common formative assessment schedule. D's and F's will be monitored weekly and reviewed with AC's during PD meetings and at AC meetings.

**Owner(s):**

Teachers and Admin Liaisons to Departments

**Timeline:**

First quarter for initial check in  
Weekly for D's and F's

**Details: Explain the data which will specially monitor progress toward each indicator target**

- Academic Counselor will hold D and F chats with all students each quarter that have earned D's or F's during the quarter. These conferences will result in goal setting plans and guide students to supports to improve grades. Progress will be monitored on a quarterly basis.

**Owner(s):**

Academic Counselor

**Timeline:**

Weekly

**Details: Explain the data which will specially monitor progress toward each indicator target**

- Walk through data will be used to monitor the implementation of school wide use of authentic literacy strategies in classrooms. Data will be tracked to monitor the increase in the number of teachers presenting the most challenging content as measured by instructional practice guide.

**Owner(s):**

Admin Team

**Timeline:**

Weekly and calibrated during Tuesday admin meeting.

**Details: Explain the data which will specially monitor progress toward each indicator target**

PLUS+ Teachers will focus on students that have scored "nearly met" on the 2017 SBAC in ELA to move them to "meeting standards" or "exceeding" on the June 2018 SBAC.

**Owner(s):**

PLUS+ Teachers and ELA Teachers

**Timeline:**

Each reporting period and assessed quarterly through formative assessments and during Interim reporting periods.

**Details: Explain the data which will specially monitor progress toward each indicator target**

All teachers will have additional access to computer labs to incorporate digital literacy as a routine part of the curriculum as prescribed by both math and ELA adoptions.

**Owner(s):**

All Teacher

**Timeline:**

Ongoing

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

Parents of students who struggle academically or behaviorally will receive invitations for students to participate in tutorials and will be invited to parent/teacher/admin conferences to collaborate on support plans to increase student achievement.

Parents will receive instruction and support on how they can enlist in the Edu-Text grade/attendance monitoring system and can receive assistance in the main office on how to access parent portal through ATLAS.

Parents will be continuously engaged in student progress through weekly student progress reports, information

**Describe Related Professional Learning:**

- Teachers will utilize planning time as job embedded professional learning through collaboration with peers and through curriculum development with a continued site and regional focus of "authentic literacy." Additionally, professional learning around formative assessments and using data to inform instruction will be a continued focus for site professional learning in 2017-2018. This professional learning will revolve around strengthening Accountable Communities and will involve a deep study of the book **Learning by Doing**, by Richard and Rebecca DuFour. Through continued development of the Accountable Community structure, professional learning will be focused on using data to identify students needing intervention and

nights such as Back to School, Open House, Common Core Night, Parent Orientation and Parent University led engagements. Parents will be notified of school events through School Messenger announcements on a weekly basis and through a monthly newsletter/calendar keeping them informed of school business and opportunities to engage in the school. Parents will have opportunities to provide input through School Site Council, site and District ELAC meetings.

#### Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

---

- Professional collaboration and professional learning will support student learning of academic content through improved delivery of instruction and through the review of data for the purpose of remediation in "real time" through the use of frequent Common Formative Assessments as planned for during AC time, Summer Planning, IPL Days and Interdisciplinary Planning.
- Support for students will be delivered through PLUS+ program with concentrated literacy support, technology instruction and support for content area acceleration and remediation through FLEX week intervention and support through "Focus Student" work.
- Students will have access to content materials appropriate for students' current reading levels. These materials can be scaffolded for students acquiring English as a second language, students with special needs or students behind grade level according to Interim Benchmarks, SBAC assessments, Khan Academy Assessments and PSAT Data.
- Students will utilize computers on a more frequent basis as a result of additional computer carts made available. Student will benefit from improved technology in the classroom for the purpose of delivering instruction and the acquisition of 21<sup>st</sup> century computer skills through keyboarding, online research and language development through online resources.

adjusting instruction accordingly.

- All teachers will receive professional learning that will include professional collaboration and training on how to best utilize PLUS+ teachers for providing support and responding to data with differentiated instruction. All teachers will engage in continued professional collaboration and professional learning in support of student learning of grade level standards and using strategies that will result in enhanced delivery of instruction. The majority of the professional learning will be focused on strategies to respond to students based on data from formative assessments. Planning and collaboration time will be made available for teachers to plan during summer and outside of the duty day. Teacher will be enlisted to plan for and deliver teacher led professional learning at staff PD and regional professional learning sessions. Teachers that are not part of the iPL structure will have release time (twice per year) to plan and work together with job alike peers. Professional learning plan will be outlined as part of the Professional Learning Management System and will be modified throughout the year based on the needs of students and trends identified by Accountable Communities.
- Teachers from ELA and Social Science will collaborate on interdisciplinary calibration to ensure that both departments are supporting students with common language and uniform expectation for the skills that students are expected to have when practicing "authentic literacy" and support the Springboard Academic Language used by all ELA teachers.

#### Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

---

EL students will be identified by AC teams and specific instructional strategies related to teaching EL students will be embedded into plans for both instruction and professional learning. A strategic pull out intervention program will continue with additional resources to support students' acquisition of academic language and literacy skills for the purpose of being re-designated throughout the year. Additionally, access to technology supports such as Mango Language and translation software will be available to EL students through additional computers and online access through Fresno County Public Library. Concentrated intervention through iMAS and ELD support will be critical for ELD redesignation and supports.

**Ahwahnee Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs-4 release days for Elective teachers in 2017-2018	\$ 3,836.00
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				8 Hours of Planning for Each Teacher During Summer	\$ 11,842.00
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Six hours of planning time for SS/ELA and Math/Science cross collaboration	\$ 7,341.00
1	1	Sup & Conc	Instruction	Equipment Lease				Lease of Ricoh Machine for Literacy materials and curriculum materials.	\$ 3,900.00
1	1	Sup & Conc	Instruction	Materials & Supplies				\$200 per teacher for literacy Supplemental Materials and additional materials and supplies-classroom signage.	\$ 10,856.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Replacement Technology and equipment upgrades (to include classroom and physical education)	\$ 7,842.00
1	1	Sup & Conc	Instruction	Travel				Professional Learning for Literacy in Support of Student Achievement	\$ 3,000.00
								<b>Total</b>	<b>\$ 48,617.00</b>

**Action # 2**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	16.07	20	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	23.8	33.8	

New-Action   
  On-going   
 Reasoning:   
 Strong Evidence   
 Moderate Evidence   
 Promising Evidence

Detail the Action

Ahwahnee Middle School will implement a system of math supports for all students aligned to state standards focused on the "eight mathematical practices." Centered on materials available through "Go Math," emphasis will be placed on classroom supports and collaborative professional learning to ensure all students are performing at grade level. This program will create a comprehensive student support structure for students earning D's and F's throughout the year. This structure will provide ongoing tutorials and interventions on a year-long basis with professional learning provided for teachers on the development of strategic formative assessments to support teaching decisions that support students reaching mastery of expected learning results. Math teachers will have greater access to technology to incorporate the digital resources available through the adopted curriculum in Go Math.

SMART Goals

By Summer of 2018, SBAC data from the Spring, 2018 administration will show an increase in the percentage of students scoring at "meeting or exceeding standards" from 16.07% to 20%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Owner(s):

Timeline:

- Scores on the Interim 2 Assessment for Math (Percent correct) will increase by a higher rate than the district rate for all four tested subjects. Growth will be measured as improvements to instructional practices as opposed to expected systemic growth.

Principal and Admin Liaisons to Departments

Monitored every Interim Assessment

Details: Explain the data which will specially monitor progress toward each indicator target

Owner(s):

Timeline:

- Continued calibration on WAR Room culminating tasks and grade correlation will see a decrease in the percentage of grades that are higher than culminating task scores by June, 2018. This will continue to be monitored through the Warrior Acceleration Room Project as a byproduct of cycles of inquiry on common formative assessments by AC members to determine best practices and support tiered intervention systems. This data will be used to determine which students will be pulled aside for RTI through PLUS+ teacher support and reading interventions, and will guide the instructional decisions of the math AC.

Teachers and ILT

Quarterly, but final analysis in June, 2018

**Details: Explain the data which will specially monitor progress toward each indicator target**

- Each teacher will provide an outline of each quarter of instruction to department liaison which will include common formative assessment schedule. D's and F's will be monitored weekly and reviewed with AC's during PD meetings and at AC meetings.

**Owner(s):**

Teachers

**Timeline:**

Quarterly

**Details: Explain the data which will specially monitor progress toward each indicator target**

- Academic Counselor will hold D and F chats with all students each quarter that have earned D's or F's during the quarter. These conferences will result in goal setting plans and guide students to supports to improve grades.

**Owner(s):**

Academic Counselor

**Timeline:**

Quarterly

**Details: Explain the data which will specially monitor progress toward each indicator target**

- Walkthrough data will be used to monitor the implementation of school wide use of authentic literacy strategies in classrooms. Data will be tracked to monitor the increase in the number of teachers presenting the most challenging content as measured by instructional practice guide. Specific feedback will be given to support growth around IPG indicators.

**Owner(s):**

Admin Team

**Timeline:**

Feedback calibration every Tuesday during admin calibration meeting.

**Details: Explain the data which will specially monitor progress toward each indicator target**

PLUS+ Teachers will focus on students that have scored "nearly met" on the 2017 SBAC in Math to move them to "meeting standards" or "exceeding" on the June 2018 SBAC.

**Owner(s):**

Math Teachers and Plus+ Teachers

**Timeline:**

Each reporting period and assessed quarterly through formative assessments and during Interim reporting periods.

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

Parents of students who struggle academically or behaviorally will receive invitations for students to participate in tutorials and will be invited to parent/teacher/admin conferences to collaborate on support plans to increase student achievement.

Parents will receive instruction and support on how they can enlist in the Edu-Text grade/attendance monitoring system and can receive assistance in the main office on how to access parent portal through ATLAS.

Parents will be continuously engaged in student progress through weekly student progress reports, information nights such as Back to School, Open House, Common Core Night, Parent Orientation and Parent University led engagements. Parents will be notified of school events through School Messenger announcements on a weekly basis and through a monthly newsletter/calendar keeping them informed of school business and opportunities to engage in the school. Parents will have opportunities to provide input through School Site Council, site and District ELAC meetings.

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

**Describe Related Professional Learning:**

- Math teachers will utilize planning time as job embedded professional learning through collaboration with peers and through curriculum development focused on "Go Math" with a continued site and regional focus of "authentic literacy." Additionally, professional learning around formative assessments and using data to inform instruction will be a continued focus for site professional learning in 2016-2017. This professional learning will revolve around strengthening Accountable Communities and will involve a deep study of the book **Learning by Doing**, by Richard and Rebecca DuFour. Through continued development of the Accountable Community structure, professional learning will be focused on using data to identify students needing intervention and adjusting instruction accordingly. This will include professional collaboration and training on how to best utilize PLUS+ teachers for providing support and responding to data with differentiated instruction. All teachers will engage in continued professional collaboration and professional learning in support of student learning of grade level standards and using strategies that will result in enhanced delivery of instruction.
- Teacher will be enlisted to plan for and deliver teacher led professional learning at staff PD and regional professional learning sessions
- Teachers will utilize PLUS+ Teachers to collaborate on ways to support "focus" students throughout FLEX Weeks.

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**



- Professional collaboration and professional learning will support student learning of academic content through improved delivery of instruction and through the review of data for the purpose of remediation in “real time.”
- Support for students will be delivered through PLUS+ program with concentrated math support, technology instruction and support for content area acceleration and remediation through FLEX week intervention and support
- Students will utilize computers on a more frequent basis as a result of additional computer carts made available. Increased technology use will allow for greater student access of all the tools available through the Guaranteed and Viable curriculum adopted by the Board of Education, Go Math. Student will benefit from improved technology in the classroom for the purpose of delivering instruction and the acquisition of 21<sup>st</sup> century computer skills through keyboarding, online research and language development through online resources. Teachers will use results from Khan Academy, PSAT, Interims 1 and 2, SBAC and Illuminate assessments to guide technology support for students.

EL students will be identified by AC teams and specific instructional strategies related to teaching EL students will be embedded into plans for both instruction and professional learning. A strategic pull out intervention program will continue with additional resources to support students' acquisition of academic language and literacy skills for the purpose of being re-designated throughout the year. Additionally, access to technology supports such as Mango Language and translation software will be available to EL students through additional computers and online access through Fresno County Public Library.

Ahwahnee Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				8 Hours For Math Department to Plan in Summer	\$	1,658.00
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Three Class Sets of 30 + Carts of Tablets	\$	48,916.00
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Updating Equipment for NGSS in Science	\$	4,000.00
<b>Total</b>									\$	<b>54,574.00</b>

**Action # 3**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
917 - EL's Re-designated	1.43	25	California Teaching Fellows Foundation

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

Ahwahnee Middle School will support the re-designation of English Learners through a robust intervention program dedicated to building strong academic language acquisition and “authentic literacy” skills for all English Learners while preparing students for high school and college and careers. English Learners will be exposed to college readiness through the development of A-G plans in concert with the Academic Counselor through five and six year plans, exposure to higher educational opportunities and career planning.

SMART Goals

By June of 2018, the redesignation rate for Ahwahnee Middle School English Learners will be 25%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Owner(s):

Timeline:

- All EL students will be identified by teachers prior to school starting. Students’ present levels will be analyzed for appropriate placement and requisite supports through Teaching Fellows and mentoring programs.

EL Coordinator and Principal  
Academic Counselor

By August 2017.

Details: Explain the data which will specially monitor progress toward each indicator target

Owner(s):

Timeline:

- Scores for EL students will be monitored using SBAC and Interim 1 and 2 data. This data will be tracked and monitored to identify ongoing supports for “next step” actions.

EL Coordinator, ELD Teacher and Intervention Teacher

August and ongoing after that.

Details: Explain the data which will specially monitor progress toward each indicator target

Owner(s):

Timeline:

- EL students will track D’s and F’s as part of their work in the iMAS pull out intervention program.

Intervention Teacher

Weekly

**Details: Explain the data which will specially monitor progress toward each indicator target**

- *EL Coordinator will monitor and support EL students throughout the year and will consult with teachers to provide ongoing supports to RFEF students.*

**Owner(s):**

EL Coordinator

**Timeline:**

Quarterly

**Details: Explain the data which will specially monitor progress toward each indicator target**

- *Monitoring of re-designation will be both formative and summative. Progress of individual students will be monitored by a "pull out" intervention teacher that will see EL students every two weeks and focus on literacy skills focusing on reading complex text, writing in response to text and citing critical evidence and identifying claims, and having discussions in regards to both text and images. Data will be collected after each possibility for redesignation.*

**Owner(s):**

EL Coordinator, PLUS+ Teachers and Intervention Teacher

**Timeline:**

Ongoing

**Details: Explain the data which will specially monitor progress toward each indicator target**

- *CELDT and Interim chats will be held prior to each test's administration with both academic counselor and intervention teacher. Following each test, intervention teacher will align instruction to support the needs identified by the scores.*

**Owner(s):**

Intervention Teacher, ELD Teacher and EL Coordinator

**Timeline:**

August and Ongoing for every redesignation opportunity.

**Details: Explain the data which will specially monitor progress toward each indicator target**

- *Each round of Interim assessments will provide new data to review and adjust intervention supports. .*

**Owner(s):**

Intervention Teacher, ELD Teacher and EL Coordinator

**Timeline:**

Ongoing

**Details: Explain the data which will specially monitor progress toward each indicator target**

Learning trips for all EL students to university facilities on two occasions. First trip will be based on all students attending with second trip being an incentive trip to promote buy in to program and establishing college going culture for EL students.

**Owner(s):**

EL Coordinator

**Timeline:**

October and May

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

*Parents will have opportunities to provide input on current student progress and structures through site and ELAC meetings. Parents will be continuously engaged in student progress through weekly student progress reports, information nights such as Back to School, Open House, Common Core Night, Parent Orientation and Parent University led engagements. Parents will be notified of school events through School Messenger announcements on a weekly basis and through a monthly newsletter/calendar keeping them informed of school business and opportunities to engage in the school.*

**Describe Related Professional Learning:**

*Professional learning around the use of the Redesignation Goal Setting tool will be provided on an ongoing basis in concert with school wide professional learning on formative assessments. Additional professional learning will be provided on the use of online support resources such as New ELA for scaffolding purposes for EL students.*

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

- *Students will have access to content materials appropriate for students' current reading levels. These materials can be scaffolded for students acquiring English as a second language, students with special needs or students behind grade level according to Interim scores and SBAC assessments.*
- *Students will be exposed to college through a learning trip to a local university, followed up with the creation of an A-G aligned five or six year (depending on current year in middle school) plan with goals to maintain high school and college/career readiness.*
- *Students will be supported through tutorials and primary language support by way of access to a mentor.*

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

*EL students will be identified by AC teams and specific instructional strategies related to teaching EL students will be embedded into plans for both instruction and professional learning. A strategic pull out intervention program will continue with additional resources to support students' acquisition of academic language and literacy skills for the purpose of being re-designated throughout the year. Additionally, access to technology supports such as Mango Language and translation software will be available to EL students through additional computers and online access through Fresno County Public Library.*

- *Students will be exposed to literacy skill development and instruction focused on academic language acquisition through the iMAS intervention program for the purpose of redesignation.*

Ahwahnee Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Middle School	0.1250	Teacher-Regu	Additional FTE to have Women's Alliance	\$	10,708.00
3	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for two teachers to keep WAR room up	\$	3,079.00
3	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Safe and Civil Schools Nine Meetings Contract	\$	4,736.00
3	2	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Academic Tiered supports, Tutorials, Detention and Intervention Contracts for Teachers	\$	17,643.00
3	2	Sup & Conc	Instruction	Materials & Supplies				Incentives for Tier 1 Supports for Students	\$	1,000.00
3	2	Sup & Conc	Instruction	Materials & Supplies				Positive Behavior and Academic Support with Lanyards for Student Incentives	\$	1,000.00
3	2	Sup & Conc	Instruction	Materials & Supplies				Continue Work of Safe and Civil Signage/Materials	\$	4,000.00
3	2	Sup & Conc	Instruction	Materials & Supplies				Blue Warrior Student Incentives Materials	\$	1,000.00
3	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Comprehensive Youth Services	16 Hours Per Week for CYS SAP Counselor	\$	35,086.00
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% REA FEE	\$	702.00
<b>Total</b>									<b>\$</b>	<b>78,954.00</b>

**Action # 4**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	95.59	96	
5942 - Chronic absenteeism rate	10.92	8.92	
2001 - In school suspension rate	16.44	11.44	Comprehensive Youth Services
843 - Out of school suspension rate	15.06	12.81	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

Ahwahnee Middle School will create a comprehensive, multi-tiered system of escalated academic and social emotional supports for students in the “yellow” and “red” zones reported through our Warrior Acceleration Room project. This structure will provide data and guidance to determine need for ongoing tutorials and interventions on a year-long basis with professional learning provided for teachers on the development of strategic formative assessments to support teaching decisions that support students reaching mastery of expected learning results and behavior modifications. This system will create and support tier two interventions for students through interventions such as Young Men’s and Women’s Alliance programs, one on one mentoring and support in the classroom and for students with behavioral needs. Tier 1 supports will be supported through assistance of the office of School Climate, with class meetings continued through a modified schedule. Through collaboration with the office Special Education, additional supports for Tier 1 structures and supports will be part of school wide professional learning opportunities with the assistance of Targeted Psych Support (TPS). Additional supports will be available for students with anger management and crisis management needs to support students staying in school by reducing the number of students chronically absent and for the purpose of reducing suspensions due to negative behaviors. Safe and Civil Schools will focus additional interventions and support through the bolstering of tier 1 school wide structures to support the STOIC framework on campus in support of students and student behavior.

SMART Goals

By June of 2018, the out of school suspension rate per hundred will decrease from 20.06 to 15.06. By June of 2018, number and percentage of students who are chronically absent will decrease by 2% percent.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Owner(s):

Timeline:

- Using data from the Warrior Acceleration Room, weekly suspension reports and discipline center referrals, admin team will make referrals to the SERT team which meets bi-weekly to determine appropriate supports and interventions based on individual needs of students. By December of 2017, all students identified as being in the “red” level will have had appropriate interventions. Same process for second semester.

SERT Team (Co-Admin, Acad Counselor, SESS)

Ongoing through semester 1 and adjusted for semester 2.

Details: Explain the data which will specially monitor progress toward each indicator target

- *Students enrolled in the Young Men's and Young Women's Alliance program will conduct weekly progress checks with teacher and track progress for each individual student, providing a weekly report to SERT team.*

Owner(s):

*Men's and Women's Alliance Teachers*

Timeline:

Ongoing

Details: Explain the data which will specially monitor progress toward each indicator target

- *Academic Counselor will hold D and F chats with all students each quarter that have earned D's or F's during the quarter. These conferences will result in goal setting plans and guide students to supports to improve grades.*

Owner(s):

*Academic Counselor*

Timeline:

Quarterly

Details: Explain the data which will specially monitor progress toward each indicator target

- *iMAS (Intensive mentoring and support) intervention plan will be monitored by teacher and academic counselor to monitor and track progress of students receiving mentoring supports.*

Owner(s):

*iMAS Teacher*

Timeline:

Ongoing weekly

Details: Explain the data which will specially monitor progress toward each indicator target

- *Data will be analyzed to determine what planning for action must take place for suspensions based on analysis of discipline report.*

Owner(s):

*Vice Principal*

Timeline:

Ongoing

Details: Explain the data which will specially monitor progress toward each indicator target

- *Attendance will be monitored by the attendance team (Attendance/records clerk, Vice Principal, SESS, SERT Team) to assess areas of need for intervention. Positive attendance trends will also be reviewed as part of the incentive programs for positive attendance and student recognition.*

Owner(s):

*SESS and Vice Principal*

Timeline:

Weekly

Details: Explain the data which will specially monitor progress toward each indicator target

- *PLUS+ Teachers will conduct small group breakout sessions or in class "push in" services for students requiring remediation or enrichment in real time using immediate data from formative assessments.*

Owner(s):

*PLUS Teachers in collaboration with CORE teachers*

Timeline:

Weekly during FLEX weeks.

Details: Explain the data which will specially monitor progress toward each indicator target

Safe and Civil Schools Members to be paid their hourly rate for the work they conduct in support of Tier 1 interventions and supports

Owner(s):

*Vice Principal*

Timeline:

Monthly hours

Details: Explain the data which will specially monitor progress toward each indicator target

Tier 1 School Wide Communication using signage for visibility and consistency of STOIC implementation. Guidelines for Success and Common Area Protocols.

Owner(s):

*Vice Principal*

Timeline:

Completed by January 2017

Explain the Targeted Actions for Parent Involvement (required by Title I):

*Parents will play an integral role in providing student supports and their consent will be required for students to participate in interventions such as counseling and group support groups (for both SESS and SAP counselor).*

*Parents will be involved in planning supports for students that require Tier 2 and 3 supports for individual students.*

Describe Related Professional Learning:

*Professional learning will continue to be delivered around the use of formative assessment for the analysis of best practice instructional strategies and common assessments in support of students in need of intervention and addition support. Tier 1 classroom supports will a focus of professional learning through the implementation of school wide class meetings and Targeted Psych Support. Staff will continue to develop a tiered system of*

Tier 1 supports will be communicated through routine school wide information dissemination.

Parents will be continuously engaged in student progress through weekly student progress reports, information nights such as Back to School, Open House, Common Core Night, Parent Orientation and Parent University led engagements. Parents will be notified of school events through School Messenger announcements on a weekly basis and through a monthly newsletter/calendar keeping them informed of school business and opportunities to engage in the school. Parents will have opportunities to provide input through School Site Council, site and District ELAC meetings.

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

Tier 1 Supports:

School wide Tier 1 supports will be established through school wide structures for all students in the area of classroom protocols, expectations and discipline system. All students will receive OLWEUS Anti-Bullying curriculum through class meeting structure. Students will all receive instruction on school wide academic and behavioral expectations through "Warrior Way" assemblies each semester and at "Warrior Way Day" assemblies.

Tier 2 Supports: Students with social/emotional needs will have increased supports through Tier 2 interventions such as having an full time Social Emotional Support Specialist, SAP counselor, Young Men's and Young Women's Alliance programs, iMAS intervention program with mentoring support and through collaboration with the mentoring office for outside mentoring and counseling services.

Based on collaboration of AC's students will receive targeted interventions based on data from site, District and state assessments.

classroom discipline through the work of the "Safe and Civil Schools" team and learning for OLWEUS program with School Climate Office. Professional collaboration time will be used in the summer in preparation for opening of school and class meeting structures.

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

All English Learners will be eligible for all tiered supports, as well as 100% enrollment in the iMAS EL support intervention

Ahwahnee Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	2	Sup & Conc	Parent Participation	Other Classified-Supplemental				Baby sitting and interpreters	\$ 933.00	
4	2	Sup & Conc	Parent Participation	Materials & Supplies				Chairs for Commitment to Graduate Ceremony for Parents	\$ 800.00	
4	2	Sup & Conc	Parent Participation	Materials & Supplies				Materials and Food for Parent Engagements	\$ 600.00	
4	2	Title 1 Basic	Parent Participation	Communications				Parent Summer Communication Mailer	\$ 2,380.00	
4	2	Title 1 Basic	Parent Participation	Communications				Postage for Parent communication throughout the year regarding progress and access to student supports	\$ 1,981.00	
4	2	Sup & Conc	Parent Participation	Communications				Newsletter to Parents and Postage for EDUTEXT/Parent Portal	\$ 1,600.00	
<b>Total</b>									<b>\$ 8,294.00</b>	

**Action # 5**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	10.92	8.92	
48 - Attendance rate	95.67	96	
2080 - Students engaged in a goal 2 activity	72.93	85	
7137 - Secondary students growth mindset survey results for questions 10-13	63.56	75	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

Ahwahnee Middle School will provide and expanded array of engagement opportunities for students to provide academic enrichment opportunities within the academic school day and outside of school. These opportunities will provide academic enrichment opportunities in support baseline curriculum through academic competitions and exposure to STEM related activities. Additionally, Ahwahnee will continue to reach out to feeder programs at Viking, Wolters, Robinson, Eaton and McCardle Elementary Schools to continue to build a climate and culture of high expectations for all students beginning with students' first exposure to Ahwahnee Middle School.

SMART Goals

By June, 2018, the percentage of unique students engaged in any Goal 2 activity will increase from 72.93% (Spring 2017) to 85%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ul style="list-style-type: none"> <li>Data will be tracked for students not engaged each quarter following each sports season using both the ATLAS Goal 2 report as well as data from the Warrior Acceleration Room project.</li> </ul>	<p>Owner(s):</p> <p>Principal and Campus Culture Director, Lead Teachers</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ul style="list-style-type: none"> <li>Students that are not currently engaged will be formally invited to participate in Goal 2 activities including athletics, after school activities and academic enrichment activities.</li> </ul>	<p>Owner(s):</p> <p>GLA and Campus Culture Director</p>	<p>Timeline:</p> <p>Quarterly</p>



**Details: Explain the data which will specially monitor progress toward each indicator target**

- All clubs on campus will be included in the Goal 2 tracking tool and sponsors will provide regular updates to site admin regarding enrollment in each club.

**Owner(s):**

Club Sponsors

**Timeline:**

Weekly

**Details: Explain the data which will specially monitor progress toward each indicator target**

- Principals Advisory Committee made up of students will provide feedback to principal on how to engage students that are not engaged in any Goal 2 activities and will serve as an incubator for ideas on how to create and expand clubs on campus for student engagement.

**Owner(s):**

Principal

**Timeline:**

Quarterly

**Details: Explain the data which will specially monitor progress toward each indicator target**

Blue Warrior Project will be continued through collaboration with Fresno Police Department SNRO at Ahwahnee Middle School to continue to provide service based student jobs

**Owner(s):**

SNRO and Principal

**Timeline:**

Ongoing

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

Parents will be informed of student engagement opportunities through regular communication in the form of parent newsletters, monthly calendars, School Messenger messages and through on campus parent engagement activities. The main office will maintain a list of activities students can engage in and contact information on how to get involved in each particular activity. Social Emotional Support Specialist will be in contact with parents to inform of support group activities in conjunction with community based services as well as on-site groups.

**Describe Related Professional Learning:**

Club sponsors, admin team, campus culture director and athletic director will receive professional learning through District Goal 2 team on how to accurately and efficiently enter data to track student participation in Goal 2 activities.

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

- Students will have access to enrichment activities both during and outside the school day.
- Students will be exposed to opportunities to engage in Goal 2 activities such as athletics, visual and performing arts, and student activities.
- Through participation in Goal 2 activities, student are exposed to positive adult role models and build leadership skills through their participation.
- Students that are not currently engaged will be formally invited to participate in Goal 2 activities including athletics, after school activities and academic enrichment activities.
- Principals Advisory Committee made up of students will provide feedback to principal on how to engage students that are not engaged in any Goal 2 activities and will serve as an incubator for ideas on how to create and expand clubs on campus for student engagement.
- Blue Warrior Project will be continued through collaboration with Fresno Police Department SNRO at Ahwahnee Middle School to continue to provide service based student jobs

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

EL students will be actively recruited to participate in these extra and co-curricular activities.

Ahwahnee Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Academic Competitions Teacher Contracts	\$ 11,249.00
5	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Bus Transportation for 4.0 Trip	\$ 400.00
5	2	Sup & Conc	Instruction	Materials & Supplies				4.0 Performance at RSA.	\$ 200.00
5	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Future Warrior Transportation	\$ 1,800.00
<b>Total</b>									<b>\$ 13,649.00</b>

**Action # 6**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	47.65	42	Pre-Sort Mailing Services

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

Understanding that parents are an important partner in the education of all children, Ahwahnee Middle School will establish an increased parent engagement protocol that will increase the amount of parent involvement at school and increase the level of communication to parents throughout the year. This relationship will be expanded for the purpose of helping parents learn strategies to help contribute to the success of all students through the dissemination of critical information with direct to home mailings, School Messenger communications as well as through parent engagement opportunities at school for all parents. This action aims to get parental input on school wide initiatives as well as increase parent-school communication resulting in a higher college going rate and a decreased percentage of students earning D's and F's as a result of the consolidated effort between school and home.

SMART Goals

By the end of each quarter in 2017 - 2018, the percentage of students earning D's and F's will decrease by five percent compared to previous year's D and F percentages.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Owner(s):

Timeline:

- Parent surveys will be conducted following parent engagement opportunities and events to evaluate how successful the site was at delivering the objectives for the activity.

GLA

Ongoing, especially following March administration

Details: Explain the data which will specially monitor progress toward each indicator target

Owner(s):

Timeline:

- Attendance at engagement opportunities will be tracked and monitored with necessary changes made to communication process made accordingly.

Vice Principal, Campus Culture Director

Ongoing

Details: Explain the data which will specially monitor progress toward each indicator target

Owner(s):

Timeline:

Collaboration with FUSD Parent University will serve as barometers as to the needs of our parents to ensure we are providing parents with the necessary communication and supports to partner in ensuring all students are successful.

Vice Principal

Ongoing

**Details: Explain the data which will specially monitor progress toward each indicator target**

Mail out the EduText and Parent Portal log in information to all parents during first quarter of the year.

**Owner(s):**

Academic Counselor

**Timeline:**

By end of Quarter 1

**Details: Explain the data which will specially monitor progress toward each indicator target**

Postcards to students earning GPAs lower than 2.0 and with D's and F's at each progress report in addition to the progress report handed to students. This will ensure direct school to home communication to more deeply engage parents and guardians.

**Owner(s):**

Academic Counselor

**Timeline:**

Quarterly

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

*This action will target specific parent groups to ensure requisite communication. For example, current parent groups will be offered additional engagement opportunities to provide increased input. School Site Council, ELAC, PTA, Special Education Parents, EL Parents will all be invited to participate in "Warrior Walks" throughout the year with opportunities to walk classrooms and engage in feedback protocols with site admin and staff. Communication will be expanded through direct mailings to parents regarding critical activities such as opening of school information, ATLAS Parent Portal Access, Edu-Text, school newsletter and other critical parent communications. Because it is important that all parents have access to critical school communication, translators and translating services will be available for Spanish speaking parents at meetings and written communications as well as for School Messenger communications.*

**Describe Related Professional Learning:**

**Office staff will need to be trained and re-trained on how to access Parent Portal and Edu-Text in support of parents.**

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

*Through the partnership with parents, students will receive support at both home and school through increased home/school communication in the form of direct to home mailings of opening of school documents, ATLAS Parent Portal Access together with student portal information, Edu-Text, school newsletter and other communications.*

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

*EL parents will be active members of our ELAC group and will part of Warrior Walks as outlined above.*

Ahwahnee Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Arabic	0.4375		Arabic BIA	\$	10,868.00
6	2	Sup & Conc	Instruction	Teacher-Substitute Salaries				Sub for EL University Trip	\$	173.00
6	2	LCFF: EL	Instruction	Teacher-Substitute Salaries				Sub for EL University Trip 2	\$	173.00
6	1	LCFF: EL	Instructional Supervision & Administration	Travel				CABE Conference 2018	\$	4,173.00
6	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Bus to EL University Trip	\$	1,000.00
6	2	LCFF: EL	Instruction	Direct Transportation (Dr)				Trip to local university (bus)	\$	332.00
6	2	LCFF: EL	Instruction	Prof/Consulting Svc & Operating			California Teaching Fellows Foundation	Mentoring and Support for EL students	\$	9,600.00
<b>Total</b>									\$	<b>26,319.00</b>

# 2017-2018 Budget for SPSA/School Site Council

## State/Federal Dept 0010 Ahwahnee Middle School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			8 Hours of Planning for Each Teacher During Summer	11,842.00
1	1	Title 1 Basic	Instruction	Teacher-Supp			Six hours of planning time for SS/ELA and Math/Science cross collaboration	7,341.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Subs-4 release days for Elective teachers in 2017-2018	3,836.00
1	1	Sup & Conc	Instruction	Mat & Supp			: \$200 per teacher for literacy Supplemental Materials and additional materials and supplies-classroom signage.	10,856.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Replacement Technology and equipment upgrades (to include classroom and physical education)	7,842.00
1	1	Sup & Conc	Instruction	Travel			: Professional Learning for Literacy in Support of Student Achievement	3,000.00
1	1	Sup & Conc	Instruction	Equip Lease			: Lease of Ricoh Machine for Literacy materials and curriculum materials.	3,900.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			: Updating Equipment for NGSS in Science	4,000.00
2	1	Sup & Conc	Instruction	Teacher-Supp			8 Hours For Math Department to Plan in Summer	1,658.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: Three Class Sets of 30 + Carts of Tablets	48,916.00
3	2	Title 1 Basic	Instruction	Teacher-Supp			Academic Tiered supports, Tutorials, Detention and Intervention Contracts for Teachers	17,643.00
3	2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.125	Additional FTE to have Women's Alliance	10,708.00
3	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for two teachers to keep WAR room up	3,079.00
3	2	Sup & Conc	Instruction	Teacher-Supp			Safe and Civil Schools Nine Meetings Contract	4,736.00
3	2	Sup & Conc	Instruction	Mat & Supp			: Incentives for Tier 1 Supports for Students	1,000.00
3	2	Sup & Conc	Instruction	Mat & Supp			: Continue Work of Safe and Civil Signage/Materials	4,000.00
3	2	Sup & Conc	Instruction	Mat & Supp			: Blue Warrior Student Incentives Materials	1,000.00
3	2	Sup & Conc	Instruction	Mat & Supp			: Positive Behavior and Academic Support with Lanyards for Student Incentives	1,000.00
3	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : 16 Hours Per Week for CYS SAP Counselor	35,086.00
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: 2% REA FEE	702.00
4	2	Title 1 Basic	Parent Participation	Communicatio			: Parent Summer Communication Mailer	2,380.00
4	2	Title 1 Basic	Parent Participation	Communicatio			: Postage for Parent communication throughout the year regarding progress and access to student supports	1,981.00
4	2	Sup & Conc	Parent Participation	Oth Cls-Supp			Baby sitting and interpreters	933.00
4	2	Sup & Conc	Parent Participation	Mat & Supp			: Materials and Food for Parent Engagements	600.00
4	2	Sup & Conc	Parent Participation	Mat & Supp			: Chairs for Commitment to Graduate Ceremony for Parents	800.00
4	2	Sup & Conc	Parent Participation	Communicatio			: Newsletter to Parents and Postage for EDUTEXT/Parent Portal	1,600.00
5	2	Sup & Conc	Instruction	Teacher-Supp			Academic Competitions Teacher Contracts	11,249.00
5	2	Sup & Conc	Instruction	Mat & Supp			: 4.0 Performance at RSA.	200.00
	?		Instruction	Direct Trans				1,800.00

5	2	Sup & Conc	Instruction	Direct Trans			: Future Warrior Transportation	1,800.00
5	2	Sup & Conc	Instruction	Direct Trans			: Bus Transportation for 4.0 Trip	400.00
6	2	Sup & Conc	Instruction	Teacher-Subs			Sub for EL University Trip	173.00
6	2	Sup & Conc	Instruction	Direct Trans			: Bus to EL University Trip	1,000.00
6	2	LCFF: EL	Instruction	Teacher-Subs			Sub for EL University Trip 2	173.00
6	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Arabic	0.438	Arabic BIA	10,868.00
6	2	LCFF: EL	Instruction	Direct Trans			: Trip to local university (bus)	332.00
6	2	LCFF: EL	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Mentoring and Support for EL students	9,600.00
6	1	LCFF: EL	Instructional Supervision & Admin	Travel			: CAFE Conference 2018	4,173.00

\$230,407.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$45,187.00
Sup & Conc	7090	\$160,074.00
LCFF: EL	7091	\$25,146.00
<b>Grand Total</b>		<b>\$230,407.00</b>

Domain Totals	Budget Totals
Academic	\$121,311.00
SEL / Culture & Climate	\$109,096.00
<b>Grand Total</b>	<b>\$230,407.00</b>