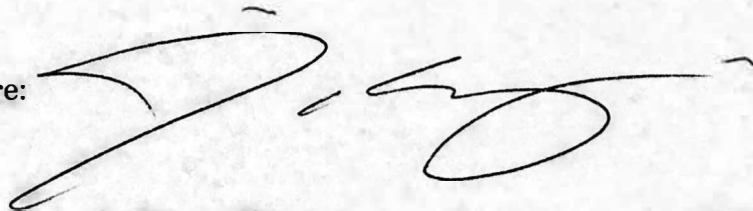


**Ahwahnee Middle**

**106216660611881**

Principal's Name: Jose Guzman

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Jose Guzman', written over a faint, circular watermark or stamp.

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

| <b>Table of Contents</b>      |  |
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| <b>Topic</b>                  | <b>Details</b>   |
| Cover Page                    | <i>CDS Code with Signature</i>   |
| Table of Contents             | <i>Listing of SPSA Contents and District Goals</i>   |
| Centralized Services          | <i>N/A</i>   |
| Assurances                    | <i>Consolidated Program Assurances</i>   |
| School Site Council           | <i>Members list</i>  |
| Required Signatures           | <i>Principal and SSC Chairperson</i>   |
| Budget                        | <i>Site Allocations</i>  |
| School Quality Review Process | <ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul> |
| Additional Documents          | <i>Compact/Site Parent Involvement Policy/SSC Bylaws **See Addendum</i>  |

| <b>District Goals</b>   |   |
|---|---|
| <p>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.</p> |   |
| 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>       |                  |                          |                    |                                |                          |
|---------------------------------------|------------------|--------------------------|--------------------|--------------------------------|--------------------------|
| <b>Member Name</b>                    | <b>Principal</b> | <b>Classroom Teacher</b> | <b>Other Staff</b> | <b>Parent/Community Member</b> | <b>Secondary Student</b> |
| 1. <b>Principal – Jose Guzman</b>     | X                |                          |                    |                                |                          |
| 2. <b>Chairperson – Daniel Bishop</b> |                  |                          |                    | X                              |                          |
| 3. <b>Corinne Mayhew</b>              |                  | X                        |                    |                                |                          |
| 4. <b>Jody Pishione</b>               |                  | X                        |                    |                                |                          |
| 5. <b>Jonathan Reyes</b>              |                  | X                        |                    |                                |                          |
| 6. <b>Kaitlin MacChesney</b>          |                  | X                        |                    |                                |                          |
| 7. <b>Sally Jimenez</b>               |                  |                          | X                  |                                |                          |
| 8. <b>Martha Bishop</b>               |                  |                          |                    | X                              |                          |
| 9. <b>Frances Flores</b>              |                  |                          |                    | X                              |                          |
| 10. <b>Jerry Zakrzewski</b>           |                  |                          |                    | X                              |                          |
| 11. <b>Eli Herrera</b>                |                  |                          |                    |                                | X                        |
| 12. <b>Kimberly Madrigal</b>          |                  |                          |                    |                                | X                        |
| 13.                                   |                  |                          |                    |                                |                          |
| 14.                                   |                  |                          |                    |                                |                          |
| 15.                                   |                  |                          |                    |                                |                          |

|  |
|--|
| Check the appropriate box below:   |
| <input type="checkbox"/> <b>ELAC reviewed the SPSA as a school advisory committee.</b> |
| <input type="checkbox"/> <b>ELAC voted to consolidate with the SSC. Date _____.</b>    |

**Required Signatures**

| <b>School Name:</b>   |                         |  |                       |
|---|-------------------------|--|-----------------------|
| 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. |                         |  |                       |
| <b>Title</b>  | <b>Print Name Below</b> | <b>Signature Below</b>   | <b>Date</b>           |
| <b>Principal</b>  | <b>Jose Guzman</b>      |  | <b>March 20, 2018</b> |
| <b>SSC Chairperson</b>  | <b>Daniel Bishop</b>    |  | <b>March 20, 2018</b> |

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Ahwahnee - 0010

**ON-SITE ALLOCATION**

|   |                                   |                  |
|---|-----------------------------------|------------------|
| 3010                                    | Title I                           | \$49,335 *       |
| 7090                                    | LCFF Supplemental & Concentration | \$196,125        |
| 7091                                    | LCFF for English Learners         | \$25,527         |
| <b>TOTAL 2018/19 ON-SITE ALLOCATION</b> |                                   | <b>\$270,987</b> |

|  |          |
|--|----------|
| * Title I requires a specific investment for Parent Involvement          |          |
| Title I Parent Involvement - Minimum Required                            | \$1,430  |
| Remaining Title I funds are at the discretion of the School Site Council | \$47,905 |
| Total Title I Allocation   | \$49,335 |

## Ahwahnee Middle 2018-2019 - Single Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### School Quality Review

#### School Level Dashboard

| Goal 1 Metrics   | Current % | Target % |
|--|-----------|----------|
| SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)  | 26.316    | 33.316   |
| SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 18.486    | 25.486   |

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Ahwahnee saw an increase in ELA going from 23.5% meeting standards to 26.3%. This was most evident in 7th grade, where scores went from 18.2% to 25.9%. 8th grade had a decrease going from 28.9% to 26.8%, but still higher than 7th grade. Considering that the 8th graders came in at 18.2% as 7th graders, the decrease could really be considered a growth.

- Alignment to new GVC with continued professional learning and collaboration supported a slight growth in ELA across the board for AMS.
- Additional PLUS+ teacher support in ELA helped focus on small groups and focus students
- Authentic Literacy across curriculum has helped steady growth (but small) over last year.

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Ahwahnee saw an increase from 14.4% Meets or Exceeds Standards to 18.5% in SBAC Math. Greatest point of increase was for 7th grade math students who jumped from 17.4% to 21.5%. 8th grade saw a slight decrease of .2%, mostly from the regular 8th grade students, not in algebra.

Overall growth in Math is a result of a variety of factors:

- Increase in AC capacity with regards to sharing of CFAs and response to intervention.
- Strong Co-Teaching Support for all RSP students
- Push in support from PLUS teachers

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

African American students saw the greatest percentage change among all subgroups, jumping from 5.2% meeting to 16.9% meeting standards. This 11% change is over 3X the previous years percentage! Hispanics saw a 3% increase.

SPED and EL saw significant growth due to increased supports in the form of co-teaching collaboration and iMAS intervention. Special education students grew by 2.6% and EL students grew by 3% as well.

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

All groups moved in a positive direction except our "other" category for math. There is still significant disproportionality among White and Hispanic/African American students. However, African American students saw a significant growth, jumping from 5.4% meeting standards to 12.1%, more than doubling the percentage of students meeting or exceeding standards from previous year. Special education students grew by 2.1% and EL students grew from 2.9% to 5.2%. There is a need to increase socio-emotional interventions in addition to academic supports as behavior issues are a major contributor to students being out of class.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Data was shared with SSC following each Interim Cycle and at the establishment of the SSC with SBAC data, school climate data as well as iPL data from other schools.

- Create PSA announcements like Viking does an effort to increase growth mindset and positive climate and culture on campus. Parents felt that this would bring a common message that students could get behind as a school.
- Create study habits guide
- The following supports were suggested to support with keeping and making ELA and Math priority
  - Study Skills Instruction Explicitly-To teach students how to study.
  - Parent Study Skill Communication-To help parents be able to support kids at home.
  - Carnival Celebration for Student Achievement Incentives Improvement/Proficiency
  - Parent Evening connected to student improvement- Parents would receive training on how to access online supports for students as well as getting information on initiatives currently underway at Ahwahnee.
  - Allocation for a "celebration" activity for departments based academic incentive-Another incentive to support student growth.
  - Block A for school wide incentives-To engage student in determining their goals and helping teach them to monitor how to reach them.
- Parents want to help continue and make tutorials more enticing to student so they take advantage of the opportunity to get support.
  - Tutoring Incentives Lunch and After School
  - Tutoring by grade level
  - Surveys for Students to determine how to improve tutorials.

**2** ELAC:

N/A--See SSC Feedback for any parent input regarding EL program

**3** Staff:

Teachers, staff and iLT routinely reviewed SBAC data and interim data through each assessment cycle. In order to support teachers and students, the following suggestions were made by teachers, ILT and staff.

- Increase tutorials and improve how students are required to attend. This was requested due to the lack of attendance of tutorials at lunch and the difficulty of getting students to stay after school that ride the bus.
- Continue supports for summer planning and additional sub release time as this has allowed teachers to plan and create assessments that have led to student growth.
- Increase special education release time to plan and coordinate around administrative items for IEP's and department logistics
- Support cross collaboration and planning time for activities such as field trips, common formative assessments and review of student work
- Continue supports for additional resource purchases by teachers in support of specific needs identified by AC's
- Increase social emotional supports for students to support students with behavioral issues and provide additional counseling support

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

---



8 Hours of Planning for Each Teacher During Summer 11,842.00

- Increased collaboration has facilitated alignment of standards based instruction across curriculum including electives in support of literacy. All teachers were able to plan for common formative assessments and additional professional learning presented to staff. Teachers in ELA were able to coordinate deeper implementation of Springboard aligned to scope and sequence. Will continue to provide summer planning and extend this resource for additional planning time in the absence of 9 AC/PD hours due to changes in CBA with FTA. Teachers will be able to collaborate and plan in addition to regular AC hours allocated in new CBA.

Teacher-Supp 2 3 Academic Tiered supports, Tutorials, Detention and 17,643.00  
Intervention Contracts for Teachers

- Tutorials and interventions are available every day. This support will continue for following school year.

Teacher-Supp 1 1 Six hours of planning time for SS/ELA and Math/Science 7,341.00  
cross collaboration

- This resource will be available as part of the nine additional hours for teachers as part of previous action mentioned. These nine hours will be flexible and can be used to continue this type of cross collaboration if determined by AC's that it is the best use of their additional hours.

Updating Equipment for NGSS in Science 4,000.00

- Updated equipment was able to be purchased for increased lab instruction in support of NGSS. This allocation will not be continued next school year as District has provided additional resources as well.

Parent Summer Communication Mailer 2,380.00

- Will continue and has been increased due to increase in cost for the mailer.

Postage for Parent communication throughout the year 1,981.00

- Will be increased to provide additional communication with parents at request of parents and staff.

## Action 1

**Title:** School Wide Literacy Program

[Action Details:](#)

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 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. This plan will be aligned to the Hoover Regional Plan and will include a robust vertical articulation plan that will continue to support 7th and 8th grade ELA teachers going to visit feeder schools to support the continued progress that our region has made in supporting literacy growth.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

**Details: Explain the data which will specifically 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. Agendas and minutes will be collected during AC's with measures of progress and review of actions taken by AC.

**Owner(s):**

Admin Liaison to Each Department  
Lead Teachers for Each AC

**Timeline:**

Weekly and quarterly

**Details: Explain the data which will specifically 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. Special attention to be focused on our disproportionate students (SPED and AA) to ensure progress.

**Owner(s):**

Academic Counselors

**Timeline:**

Quarterly

**Details: Explain the data which will specifically 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. Specific feedback will be given to support growth around IPG indicators.

**Owner(s):**

Principal and Co-Admin

**Timeline:**

Feedback within 24 hours of each walkthrough and weekly review by Admin team

Special attention to be focused on our disproportionate students (SPED and AA) to ensure progress.

**Details: Explain the data which will specifically 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 Springboard. AC minutes will incorporate use of technology as part of AC discussions.

**Owner(s):**

Lead Teachers  
Admin Liaison to Each Department

**Timeline:**

Weekly

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

Provide all teachers with additional resources to purchase materials and supplies to increase the implementation of Authentic Literacy in their classroom based on their identified needs in conjunction with AC work and in response to common formative assessments. Interim I and II will be used to measure effectiveness of those resources.

**Owner(s):**

Principal and Co-Admin

**Timeline:**

Each quarter and assessment reporting cycles

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

Tier 1

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. Support for students will be delivered in classes with concentrated literacy support, technology instruction and support for content area acceleration and remediation through interventions and support through "Focus Student" work. Students will utilize computers on a more frequent basis as a result of additional computer carts.

Teacher in the "core" subjects will have 1:1 computers as a result of the actions of this site plan. Students will

**Specify enhanced services for EL 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. 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 re designation and supports.

benefit from improved technology (newly purchased computer sets and carts) in the classroom for the purpose of delivering instruction and the acquisition of 21 century computer skills through keyboarding, online research and language development through online resources.

#### Tier 2

With support from central office, Ahwahnee Middle School will create a more effective Tier 2 system with a "Tier 2" team consisting of School Psychologist, SESS, Academic Counselor and TSA (From PLUS) to support students who are not successful and develop strategies for students to get the tier 2 support they need. Additionally, there will be build in Tier 2 supports for students who have had struggles academically such as tutorials and mentoring programs.

#### Tier 3 Supports

Men's and Women's Alliance supports for pre-selected students with AVID like tutorials through mentoring office. Other Tier 3 supports will be developed collaboratively with Central office as work around MTSS is developed and improved.

#### Explain the 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. Additionally, parents will be provided with multiple workshops through out the year on how to access digital materials in Springboard Online. 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. School website will be a place where parents can go to receive critical information about site activities. Parents will have opportunities to provide input through School Site Council, site and District ELAC meetings.

#### Describe Professional Learning related to this action:

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 2018-2019. 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. In addition to the work around Formative Assessments, teachers in AC's will be asked to pinpoint the specific instructional strategies that were implemented to get the results that students demonstrated. As a site, the work around CFA's can only get us so far, it is the action research and collective inquiry that analysis of instructional strategies that we will need to focus on to move forward.

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. All teachers will receive professional learning that will include professional collaboration 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. 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. Teacher subs will be provided when needed for PD/Conferences.

## Action 2

**Title:** System of Math Supports

#### Action Details:

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. Math teachers will have greater access to technology to incorporate the digital resources available through the adopted curriculum in Go Math. Priority will be established to create 1:1 technology in Math to support our lowest performing category.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically 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):

Admin Liaison to Each Department  
Lead Teachers for Each AC

Timeline:

Weekly and quarterly

Details: Explain the data which will specifically 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 Counselors

Timeline:

Quarterly

Special attention to be focused on our disproportionate students (SPED and AA) to ensure progress

Details: Explain the data which will specifically 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):

Principal and Co-Admin

Timeline:

Feedback within 24 hours of each walkthrough and weekly review by Admin team

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1

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." 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 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.

Tier 2

With support from central office, Ahwahnee Middle School will create a more effective Tier 2 system with a "Tier 2" team consisting of School Psychologist, SESS, Academic Counselor and TSA (From PLUS) to support students who are not successful and develop strategies for students to get the tier 2 support they need. Additionally, there

Specify enhanced services for EL 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. 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.

will be build in Tier 2 supports for students who have had struggles academically such as tutorials and mentoring programs.

#### Tier 3 Supports

Men's and Women's Alliance supports for pre-selected students with AVID like tutorials through mentoring office. Other Tier 3 supports will be developed collaboratively with Central office as work around MTSS is developed and improved.

#### Explain the actions for Parent Involvement (required by Title I):

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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. Additionally, parents will be provided with multiple workshops through out the year on how to access digital materials in Go Math and Khan academy as well as utilize the parent portal to its fullest potential in support of students. 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 Professional Learning related to this action:

---

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 2018-2019. 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. 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. In addition to the work around Formative Assessments, teachers in AC's will be asked to pinpoint the specific instructional strategies that were implemented to get the results that students demonstrated.

As a site, the work around CFA's can only get us so far, it is the action research and collective inquiry that analysis of instructional strategies that we will need to focus on to move forward. 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. 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. Teachers will be enlisted to plan for and deliver teacher led professional learning at staff PD and regional professional learning sessions.

### Action 3

**Title:** EL Supports

#### Action Details:

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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. Professional Learning will be a hallmark of this year's EL focus, with continued professional learning around identification of EL students and differentiation to support academic growth.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

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.

**Owner(s):**

AC Teams  
EL Coordinator

**Timeline:**

Prior to start of school on ongoing with monitoring

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

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.

**Owner(s):**

EL Coordinator  
Teachers

**Timeline:**

Each assessment cycle

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

EL students will track D's and F's with academic counselors and EL Coordinator

**Owner(s):**

EL Coordinator  
Academic Counselors

**Timeline:**

Weekly and quarterly

**Details: Explain the data which will specifically 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 RFEP students.

**Owner(s):**

EL Coordinator  
Teachers

**Timeline:**

Ongoing

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

ELPAC and Interim chats will be held prior to each test's administration with both academic counselor and intervention teacher. As additional redesignation criteria is determined, additional chats will take place

**Owner(s):**

EL Coordinator  
Academic Counselors

**Timeline:**

Through out assessment cycles

**Details: Explain the data which will specifically 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 buyin to program and establishing college going culture for EL students.

**Owner(s):**

EL Coordinator  
Academic Counselors

**Timeline:**

Semester 1 and Semester 2

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

**Tier 1**

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.

**Tier 2**

**Specify enhanced services for EL 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. 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 receive additional support in the form of an Arabic speaking BIA and a mentoring contract for California Teaching Fellows to provide services to EL students.

Students will be supported through tutorials and primary language support by way of access to a mentor and BIA in classrooms (Arabic speaking EL students).

#### Tier 3 Supports

Translation services can be provided for newcomers who speak languages not readily supported by site resources. EL services has been able to support with translators for Russian, Arabic and Chinese until the resources can be built in. Other Tier 3 supports will be developed collaboratively with Central office as work around MTSS is developed and improved.

#### Explain the 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. Documents/Notifications will be translated. 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 Professional Learning related to this action:

Professional learning around the use of the Re designation Goal Setting tool will be provided on an ongoing basis in concert with school wide professional learning on formative assessments.

Additional professional learning around the ELD standards will need to be delivered through site PD meetings as well as through District level PD.

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

### G1 - All students will excel in reading, writing, and math

| Action | Funding       | Spending Activity    | Expense      | Personnel                  | FTE    | Vendor / Purpose of Expenditure  | Budget    |
|--------|---------------|----------------------|--------------|----------------------------|--------|--|-----------|
| G1A1   | Title 1 Basic | Instruction          | Teacher-Supp |                            |        | Summer Planning Hours and additional planning time during the school year for Teachers to Engage in Common Formative Assessment and Backward Mapping of Curriculum to Support Student Achievement.             | 10,775.00 |
| G1A1   | Title 1 Basic | Instruction          | Teacher-Supp |                            |        | Additional AC Planning Hours for AC's to work in addition to CBA allocated hours to engage in PLC and Department planning.   | 10,561.00 |
| G1A1   | Sup & Conc    | Instruction          | Teacher-Subs |                            |        | Sub Release for teachers to teachers that are not part of the regular "CORE" classes to be able to plan together in cross curricular AC's and to allow for alignment of strategies and administrative actions. | 4,965.00  |
| G1A1   | Sup & Conc    | Instruction          | Mat & Supp   |                            |        | : Teacher supplemental materials in support of schoolwide literacy program including literacy in math, electives and PE  | 6,000.00  |
| G1A1   | Sup & Conc    | Instruction          | Nc-Equipment |                            |        | : Purchase of three computer labs and two carts.   | 43,400.00 |
| G1A1   | Sup & Conc    | Instruction          | Nc-Equipment |                            |        | : Replacement Technology   | 15,059.00 |
| G1A1   | Sup & Conc    | Instruction          | Equip Lease  |                            |        | : Lease of Ricoh Machine   | 3,200.00  |
| G1A3   | LCFF: EL      | Instruction          | Ins Aide-Reg | Paraprof, Bilingual Arabic | 0.4375 | Pay for Arabic BIA Dina Haj  | 12,182.00 |
| G1A3   | LCFF: EL      | Instruction          | Direct Trans |                            |        | : University trips for EL Students   | 1,545.00  |
| G1A3   | LCFF: EL      | Instruction          | Cons Svc/Oth |                            |        | California Teaching Fellows Foundation : Mentor support with California Teaching Fellows to work with EL students across all curricular areas and provide mentoring, tutoring and in class support.            | 8,960.00  |
| G1A3   | LCFF: EL      | Parent Participation | Communicatio |                            |        | : Parent communication and mailings for EL students to include translation of documents  | 2,840.00  |

**\$119,487.00**



**Goal 2 - All Students will engage in arts, activities, and athletic**

**School Quality Review**

School Level Dashboard

| Goal 2 Metrics            | Current % | Target % |
|---------------------------|-----------|----------|
| Goal 2 Participation Rate | 82.476    | 89.476   |

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

|  |   |
|--|---|
| <p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Goal 2 Participation Rate</b></p> <p>The root cause of the growth from 2015-16 (62.2%) to 2016-17 (80.2%) was due to a greater understanding of and greater capacity around the Goal 2 tool and creating additional opportunities for students to participate in activities and athletics. More specifically, the increase was due to the following:</p> <ul style="list-style-type: none"> <li>• Increased capacity to enter data into Goal 2 tool from coaches, club sponsors, admin</li> <li>• Increase in clubs available due to funding from 171 budget</li> <li>• New teachers to Ahwahnee open to starting new clubs</li> <li>• Outreach to special education students to join Goal 2 activities and reestablishment of ASL club</li> <li>• expanded opportunities for students to engage in clubs via campus culture coordinator.</li> </ul> <p>Currently, participation is around 82% and will only increase with 4th quarter activities.</p> | <p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Goal 2 Participation Rate</b></p> <p>Overall, all groups increased Goal 2 participation with exception of "other" subgroup.</p> <ul style="list-style-type: none"> <li>• AA students 65.5% to 89%</li> <li>• Hispanic Student 63% to 80.2%</li> <li>• Special Education Students 47.4% to 70.8%</li> </ul> <p>Only EL students decreased. A targeted outreach was attempted through iMAS, but the numbers did not increase. Tutorials and mentoring programs have been established in current year which will result in a growth.</p> <p>Will need to dig deeper into who those students are and make direct outreach. Currently, the Powerbi data does not reflect actual current numbers which are around 82% according to the needs assessment tool.</p> |
|--|---|

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

|  |  |   |
|--|--|---|
| <p><b>1</b> SSC:</p> <ul style="list-style-type: none"> <li>• Strategically Target unengaged students using the Goal 2 tool to increase participation by all students and focus on specific sub groups like EL that have not shown growth in previous year.</li> <li>• Create a "Block A" program as an incentive to increase participation.</li> <li>• Add another WEB class or Leadership Class For "Not necessarily" top performer. To teach life skills</li> <li>• ENGAGEMENT: Voting for student elections using real polls/computers to increase engagement on campus and</li> </ul> | <p><b>2</b> ELAC:</p> <p>N/A--See SSC Feedback for any parent input regarding EL program</p> | <p><b>3</b> Staff:</p> <ul style="list-style-type: none"> <li>• Increase clubs on campus and continue existing clubs. Continue to support teachers who lead clubs through stipends and materials.</li> <li>• Increase student incentives and recognition of students</li> </ul> |
|--|--|---|

urging students to get involved.

**Action 1**

**Title:** Goal 2 Academic Engagement

**Action Details:**

Ahwahnee Middle School will provide an 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 as well as the arts and co/extra curricular clubs. 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.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

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. EL students will be a focus as they were found to be the lowest subgroup in Goal 2 engagements.

**Owner(s):**

Campus Culture Director  
Principal

**Timeline:**

Ongoing

**Details: Explain the data which will specifically 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. Clubs will be asked to recruit students from the "not engaged" list from the Goal 2 tool. This will allow for more strategic support for underrepresented students like EL and SPED.

**Owner(s):**

Campus Culture Director

**Timeline:**

Ongoing

**Details: Explain the data which will specifically 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 specifically 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:**

Weekly

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

Tier 1

**Specify enhanced services for EL students:**

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

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. Student reward and incentive trips will be offered for students to colleges and Roosevelt School of the Arts Performance.

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.

#### Tier 2

With support from central office, Ahwahnee Middle School will create a more effective Tier 2 system with a "Tier 2" team consisting of School Psychologist, SESS, Academic Counselor and TSA (From PLUS) to support students who are not successful and develop strategies for students to get the tier 2 support they need. Additionally, there will be build in Tier 2 supports for students who have had struggles academically such as tutorials and mentoring programs. This Tier 2 team will also review engagements for students who are not successful and attempt to connect students with activities that could support school disconnectedness and determine how a student may improve academically.

#### Tier 3 Supports

Men's and Women's Alliance supports for pre-selected students with AVID like tutorials through mentoring office. Other Tier 3 supports will be developed collaboratively with Central office as work around MTSS is developed and improved.

#### Explain the 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 Professional Learning related to this action:

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. Additionally, campus culture director and athletic director will be reaching out specifically to subgroups such as the EL students and SPED students who have not traditionally participated in large numbers.

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

### G2 - All students will engage in arts, activities, and athletics

| Action | Funding    | Spending Activity | Expense      | Personnel | FTE | Vendor / Purpose of Expenditure  | Budget   |
|--------|------------|-------------------|--------------|-----------|-----|--|----------|
| G2A1   | Sup & Conc | Instruction       | Teacher-Supp |           |     | Academic Competitions  | 7,182.00 |
| G2A1   | Sup & Conc | Instruction       | Mat & Supp   |           |     | : Student lanyards for all students to increase engagement through incentive programs and rewards for various participation and achievement metrics. | 1,000.00 |
| G2A1   | Sup & Conc | Instruction       | Mat & Supp   |           |     | : Blue Warriors Program with FPD SNRO to build meaningful work programs for students   | 1,000.00 |
| G2A1   | Sup & Conc | Instruction       | Direct Trans |           |     | : Reward and Intervention Study Trips  | 600.00   |

**\$9,782.00**

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**School Quality Review**

School Level Dashboard

| Goal 3 Metrics                  | Current % | Target % |
|---------------------------------|-----------|----------|
| Exposure to Careers - 8th Grade | 0         | 100      |

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Exposure to Careers - 8th Grade**

We currently have three areas connected to CTE, but none directly tied or funded through CTE. Environmental Studies, Journalism and Intro to Technology. These will continue to grow and an additional course will be offered next year, Explo Careers. This will increase the amount of students exposed to careers. Our counselors currently present to all students, but there is not an easy way to track additional exposures. The current percentage of students is inaccurate as very few students have not been connected to career cruising and other career readiness presentations. Additionally, most 8th graders attended the CTE presentation at the convention center this year. Currently all data on the powerBi is baseline on this metric.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Exposure to Careers - 8th Grade**

None noted in data analysis as metrics are not yet sophisticated to conduct such an analysis.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

- ELA and Math priority
  - Computers for getting close to 1:1
  - Add another WEB class or Leadership Class For "Not necessarily" top performer. To teach life skills
  - Guest Speakers
  - Study Skills Instruction Explicitly
  - Parent Study Skill Communication
  - Carnival Celebration for Student Achievement
  - Incentives Improvement/Proficiency
  - Block A for school wide incentives.
  - Professional Development for teachers on Go Math and Parent resource materials for parents multiple times a year.

**2** ELAC:

N/A--See SSC Feedback for any parent input regarding EL program

**3** Staff:

- Have multiple career fairs rather than one large event at the end of the year.
- Improve career field trip. Teachers were not impressed by CTE 8th grade trip to convention center as it did not provide enough time for students to truly benefit from the event
- Increase number of guest speakers at lunch that can provide exposure to a variety of careers
- Create additional courses that can connect students to careers
- Continue to build relationships with high school career pathway coordinators to provide opportunities to students to know what programs are available to them.
- Provide opportunities for "soft skills" through OLWEUS class

- o Tutoring Incentives Lunch and After School
- o Tutoring by grade level
- o Surveys for Students to determine how to improve tutorials.

meetings and workshops through out the year

### Action 1

**Title:** Career Readiness

**Action Details:**

Ahwahnee Middle School will build a system that exposes all students to college and career activities, both through counseling sessions, expanded course offerings and experiential opportunities through connecting with the Hoover High School pathways.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

By June of 2019, this percentage will be monitored throughout the year with a target of 90% eligible to participate with class in the Commitment to Graduate Ceremony.

**Owner(s):**

Principal

**Timeline:**

4th Quarter

**Details: Explain the data which will specifically 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):**

Counselors

**Timeline:**

Quarterly

**Details: Explain the data which will specifically 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.

**Owner(s):**

YMA Teachers

**Timeline:**

Weekly

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

Students selected through SERT team input will report with CRA on a weekly basis to support behaviors that will support character competencies and workplace success.

**Owner(s):**

SESS

**Timeline:**

Weekly

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

Multiple career fairs will be held throughout year to expose students to career pathways aligned with those studied through Exploring Careers course to allow all students access to pathways.

**Owner(s):**

Academic Counselors

**Timeline:**

Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1

All students will receive exposure to careers via career fairs, additional course offerings, computer technology usage in the classrooms, and access to CTE pathways through academic counseling outreach, site visits by District high schools and guest speakers.

Students will be exposed to career "soft skills" such as etiquette, posture, attire and use of the formal register when preparing for job interviews through various class meeting session.

Tier 2

With support from central office, Ahwahnee Middle School will create a more effective Tier 2 system with a "Tier 2" team consisting of School Psychologist, SESS, Academic Counselor and TSA (From PLUS) to support students who are not successful and develop strategies for students to get the tier 2 support they need.

Tier 3

For students that are having difficulty attending school or struggling academically and behaviorally, counselors will work with students and parents on possible alternative placement at District supported programs such as the E-Learn Academy and Phoenix Secondary when all other interventions and supports have not been successful.

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

Ongoing communication with parents on workplace competencies and workplace success through:

- Parent workshops
- Open House
- Back to School Night
- College Night
- Parent Conferences

Specify enhanced services for EL students:

Language support will be provided through iMAS program and Teaching Fellows during presentations and added exposure through EL field trips.

Describe Professional Learning related to this action:

OLWEUS class lessons will be modified to be made more relevant and teachers will be given in services on how to deliver the lessons and incorporate SEL strategies in classes.

**Goal 4 - All Students will stay in school on target to graduate**

**School Quality Review**

**School Level Dashboard**

| Goal 4 Metrics      | Current % | Target % |
|---------------------|-----------|----------|
| Chronic Absenteeism | 11.57     | 9.57     |
| Suspensions Per 100 | 33.095    | 32.095   |

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Chronic Absenteeism**

- Strategic targeting of chronically absent students through connection with SESS and small group intervention groups contributed to a decrease. Attendance improved by almost 1% from previous year from 94.5 to 95.02%
  - Small group counseling on the part of SESS contributed to this increase.
  - Additional mentoring supports SESS CRA supported this work as well.
- Decrease in suspensions from year before also supported attendance rates and chronic absenteeism
  - Suspensions decreased from 56.4 suspensions per 100 students to 33 suspensions per hundred.
  - Suspensions for AA students decreased from 68.92 to 60.98 suspensions per 100
  - Suspensions for Hispanic students decreased from 57.8 to 32.57 suspensions per 100.
- Decrease in suspension can be attributed to appropriate placement of Special Education students and increased focus on tiered system of classroom behavior interventions for students. Additional socio-emotional supports supported decrease in suspensions over previous year.
  - Suspensions decreased from 56.4 suspensions per 100 students to 33 suspensions per hundred.
  - Suspensions for AA students decreased from 68.92 to 60.98 suspensions per 100
  - Suspensions for Hispanic students decreased from 57.8 to 32.57 suspensions per 100.

**Suspensions Per 100**

Decrease in suspension can be attributed to appropriate placement of Special Education students and increased focus on tiered system of classroom behavior interventions for students. Additional socio-emotional supports supported decrease in suspensions over previous year.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Chronic Absenteeism**

ADA rates were relatively consistent among all sub groups with African American slightly lower, which can be attributed to the disproportional suspension rates. Overall, all groups maintained attendance rates to previous year with some groups improving contributing to overall increase.

- Current Absentee Rates:
  - Asian-97
  - AA-92 (Lowest attendance rate)
  - Hispanic-94.5
  - Other-93.95
  - White-93.7

**Suspensions Per 100**

Special education and African American suspension rates were disproportional. . Additional supports in the form of additional counseling and professional development must increase to address this need.

- AA-60.98 Suspensions per 100
- SPED-68.97 Suspensions per 100

After deep analysis, additional supports need to be put into place in support of these students. Additional school psych will be brought in, continuation of CRA and CYS counselors and improving the OLWEUS curriculum.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.



**1** SSC:

Data was shared with SSC following each Interim Cycle and at the establishment of the SSC with SBAC data, school climate data as well as iPL data from other schools.

- Create PSA announcements like Viking does an effort to increase growth mindset and positive climate and culture on campus. Parents felt that this would bring a common message that students could get behind as a school. This could result in a decrease in problems on campus and improve climate and culture
- Increase the amount of support for our students through additional SESS supports by making Men's and Women's Alliance programs a priority in addition to bringing in additional school psychologist and CYS counseling. SSC deliberated to keep FTE for those programs instead of having a home school liaison. This was an absolute priority.

**2** ELAC:

N/A--See SSC Feedback for any parent input regarding EL program

**3** Staff:

- Bring in additional counselors to support students with behavior issues
- Increase mentoring for students who struggle academically and behaviorally
- Keep existing tier 2 supports but expand to reach more students in a more timely fashion
- Bring discipline center closer together with counseling resource assistant to increase immediate interventions and eliminate students from walking around when sent out of class.

**Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:**

8 Hours of Planning for Each Teacher During Summer 11,842.00

- Increased collaboration has facilitated alignment of standards based instruction across curriculum including electives in support of literacy. All teachers were able to plan for common formative assessments and additional professional learning presented to staff. Teachers in ELA were able to coordinate deeper implementation of Springboard aligned to scope and sequence. Will continue to provide summer planning and extend this resource for additional planning time in the absence of 9 AC/PD hours due to changes in CBA with FTA. Teachers will be able to collaborate and plan in addition to regular AC hours allocated in new CBA.

Teacher-Supp 2 3 Academic Tiered supports, Tutorials, Detention and 17,643.00  
Intervention Contracts for Teachers

- Tutorials and interventions are available every day. This support will continue for following school year.

Teacher-Supp 1 1 Six hours of planning time for SS/ELA and Math/Science 7,341.00  
cross collaboration

- This resource will be available as part of the nine additional hours for teachers as part of previous action mentioned. These nine hours will be flexible and can be used to continue this type of cross collaboration if determined by AC's that it is the best use of their additional hours.

Updating Equipment for NGSS in Science 4,000.00

- Updated equipment was able to be purchased for increased lab instruction in support of NGSS. This allocation will not be continued next school year as District has provided additional resources as well.

Parent Summer Communication Mailer 2,380.00

- Will continue and has been increased due to increase in cost for the mailer.

Postage for Parent communication throughout the year 1,981.00

- Will be increased to provide additional communication with parents at request of parents and staff.

## Action 1

**Title:** Parent Collaboration for On Track Graduation Success

### Action Details:

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. Parent workshops beyond those brought via Parent University are necessary. 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.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

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.

#### Owner(s):

Admin Team

#### Timeline:

Real time following engagement opportunities through out the year.

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

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

#### Owner(s):

Admin Team

#### Timeline:

Real time following engagement opportunities through out the year.

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

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.

#### Owner(s):

Vice Principal

#### Timeline:

Ongoing through out the year in coordination with Parent University

#### Details: Explain the data which will specifically 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):

Office Manager and Principal

#### Timeline:

Each Semester

#### Details: Explain the data which will specifically 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 Counselors

#### Timeline:

Quarterly

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

Tier 1

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.

**Explain the 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 (summer mailer), 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. Translators/Babysitters provided.

**Specify enhanced services for EL students:**

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.

**Describe Professional Learning related to this action:**

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

## Action 2

**Title:** Social and Emotional Supports

**Action Details:**

Ahwahnee Middle School aims to continue to build systems that 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. The primary change from last year will be in development of more effective OLWEUS class lessons through collaborative planning that makes lessons more relevant and timely for students.

|   |  |   |  |
|---|--|---|--|
| <b>Reasoning for using this action:</b> | <input type="checkbox"/> Strong Evidence | <input checked="" type="checkbox"/> Moderate Evidence | <input checked="" type="checkbox"/> Promising Evidence |
|---|--|---|--|

**Explain the Progress Monitoring and data used for this Action**

**Details: Explain the data which will specifically 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 using the new Connections software.

**Owner(s):**

YMA and YWA Teachers and SERT Team

**Timeline:**

Weekly

Details: Explain the data which will specifically 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. Special attention to be focused on our disproportionate students (SPED and AA) to ensure progress.

Owner(s):

Academic Counselors

Timeline:

Quarterly

Details: Explain the data which will specifically 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):

Principal with Co-Admin Support

Timeline:

Weekly

Details: Explain the data which will specifically 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):

Vice Principal with SESS and Attendance Team

Timeline:

Weekly

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

CONNECTIONS software will be utilized to monitor and track growth in behavior among at risk students in Men's and Women's Alliance as well as with SESS and CRA supported students. This will help monitor improvements in behavior to decrease the disproportionate in suspensions for at risk groups, especially our SPED and AA subgroups that have shown the most disproportionate suspension and discipline data.

Owner(s):

Vice Principal

Timeline:

Weekly

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.

Teacher will continue to implement a tiered system of classroom discipline that when implemented with expertise, will decrease the number of office referrals and reduce suspensions.

Student will receive relevant lessons every two weeks through OLWEUS class meetings as coordinated OLWEUS lesson coordinator with support from student input, leadership classes and surveys. A teacher will provided extra pay to support the development of more relevant lessons.

Behavior and attendance incentives will be provided on a monthly and quarterly basis.

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 (SAP program), Young Men's and Young Women's Alliance programs, 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. Special attention to be focused on our disproportionate students (SPED and AA) to ensure progress.

Specify enhanced services for EL students:

All English Learners will be eligible for all tiered supports.

An additional day of School Climate Pyschologist will be funded to support individual and groups of student on coping mechanisms in classrooms to increase student behavior in support of academic achievement.

Two additional periods will be funded to support for Men's Alliance and OCS supports.

An additional teacher period will be funded from SPSA to support campus to complete Campus Culture Director's full FTE.

Academic Interventions for both behavior an academics will be available for students as well as mentoring and monitoring through tiered levels of support. Tutoring will be available to support students before and after school.

#### Tier 3 Supports

For students that are having difficulty attending school or struggling acadmically and behaviorally, counselors will work with students and parents on possible alternative placement at District supported programs such as the E-Learn Academy and Phoenix Secondary when all other interventions and supports have not been successful.

#### Explain the 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. 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 Professional Learning related to this action:

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 classroom discipline through the work of the "Safe and Civil Schools" team and learning for OLWEUS program with School Climate Office. Additional professional learning will be delivered with new lessons for OLWEUS along with those delivered by Climate and Culture/Safe and Civil team. Professional collaboration time will be used in the summer in preparation for opening of school and class meeting structures.

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

### G4 - All students will stay in school on target to graduate

| Action | Funding       | Spending Activity              | Expense       | Personnel                     | FTE    | Vendor / Purpose of Expenditure   | Budget    |
|--------|---------------|--------------------------------|---------------|-------------------------------|--------|---|-----------|
| G4A1   | Title 1 Basic | Instruction                    | Cons Svc/Oth  |                               |        | Pre-Sort Mailing Services : Summer Mailer to Families   | 3,280.00  |
| G4A1   | Title 1 Basic | Parent Participation           | Communicatio  |                               |        | : Parent Mailings (Newsletters, calendars, edu-text, etc.)  | 2,095.00  |
| G4A1   | Sup & Conc    | Instruction                    | Oth Cls-Supp  |                               |        | Babysitting and translators   | 550.00    |
| G4A1   | Sup & Conc    | Instruction                    | Mat & Supp    |                               |        | : Parent meeting food and materials   | 600.00    |
| G4A2   | Title 1 Basic | Instruction                    | Teacher-Supp  |                               |        | Interventions for both academics and behavior, Tier 2 support through tutoring, mentoring, detention.   | 19,153.00 |
| G4A2   | Title 1 Basic | Instruction                    | Teacher-Supp  |                               |        | Summer planning for School Climate (Safe and Civil Team)  | 3,471.00  |
| G4A2   | Sup & Conc    | Instruction                    | Teacher-Regu  | Teacher, Middle School        | 0.2000 | Teacher Kaitlin MacChesney to complete 1.0 FTE in support of climate and culture ID Number 1067557  | 18,192.00 |
| G4A2   | Sup & Conc    | Instruction                    | Teacher-Regu  | Extra Period Pay For Teachers | 0.1250 | Kristin Gonzales extra .2 for intervention  | 13,768.00 |
| G4A2   | Sup & Conc    | Instruction                    | Teacher-Regu  | Extra Period Pay For Teachers | 0.1250 | Reyes, Jonathan   | 9,310.00  |
| G4A2   | Sup & Conc    | Instruction                    | Teacher-Supp  |                               |        | Supplemental pay for a teacher to coordinate OLWEUS Class meetings with relevant and timely lessons delivered to teachers and staff to promote Character Competencies for Workplace Success and support school climate. | 1,389.00  |
| G4A2   | Sup & Conc    | Instruction                    | Teacher-Supp  |                               |        | Safe and Civil Schools Nine Meetings for five teachers one hour per meeting   | 1,938.00  |
| G4A2   | Sup & Conc    | Instruction                    | Mat & Supp    |                               |        | : Attendance and Behavior Incentives for Students   | 1,000.00  |
| G4A2   | Sup & Conc    | Instruction                    | Nc-Equipment  |                               |        | : Purchase of "Connections" behavior monitoring software.   | 550.00    |
| G4A2   | Sup & Conc    | Guidance & Counseling Services | Subagreements |                               |        | Comprehensive Youth Services : 16 hours a week of SAP counselor services.   | 36,873.00 |
| G4A2   | Sup & Conc    | Guidance & Counseling Services | Direct-Other  |                               |        | : REA Evaluation Fee for SAP Program  | 738.00    |
| G4A2   | Sup & Conc    | Psychological Services         | Crt Pupil-Reg | Psychologist, School          | 0.2000 |   | 28,811.00 |

**\$141,718.00**

# 2018-2019 Budget for SPSA/School Site Council

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

| Action | Funding       | Spending Activity    | Expense      | Personnel                  | Fte    | Vendor / Purpose Of Expenditure  | Budget    |
|--------|---------------|----------------------|--------------|----------------------------|--------|--|-----------|
| G1A1   | Title 1 Basic | Instruction          | Teacher-Supp |                            |        | Summer Planning Hours and additional planning time during the school year for Teachers to Engage in Common Formative Assessment and Backward Mapping of Curriculum to Support Student Achievement.             | 10,775.00 |
| G1A1   | Title 1 Basic | Instruction          | Teacher-Supp |                            |        | Additional AC Planning Hours for AC's to work in addition to CBA allocated hours to engage in PLC and Department planning.   | 10,561.00 |
| G1A1   | Sup & Conc    | Instruction          | Teacher-Subs |                            |        | Sub Release for teachers to teachers that are not part of the regular "CORE" classes to be able to plan together in cross curricular AC's and to allow for alignment of strategies and administrative actions. | 4,965.00  |
| G1A1   | Sup & Conc    | Instruction          | Mat & Supp   |                            |        | : Teacher supplemental materials in support of schoolwide literacy program including literacy in math, electives and PE  | 6,000.00  |
| G1A1   | Sup & Conc    | Instruction          | Nc-Equipment |                            |        | : Purchase of three computer labs and two carts.   | 43,400.00 |
| G1A1   | Sup & Conc    | Instruction          | Nc-Equipment |                            |        | : Replacement Technology   | 15,059.00 |
| G1A1   | Sup & Conc    | Instruction          | Equip Lease  |                            |        | : Lease of Ricoh Machine   | 3,200.00  |
| G1A3   | LCFF: EL      | Instruction          | Ins Aide-Reg | Paraprof, Bilingual Arabic | 0.4375 | Pay for Arabic BIA Dina Haj  | 12,182.00 |
| G1A3   | LCFF: EL      | Instruction          | Direct Trans |                            |        | : University trips for EL Students   | 1,545.00  |
| G1A3   | LCFF: EL      | Instruction          | Cons Svc/Oth |                            |        | California Teaching Fellows Foundation : Mentor support with California Teaching Fellows to work with EL students across all curricular areas and provide mentoring, tutoring and in class support.            | 8,960.00  |
| G1A3   | LCFF: EL      | Parent Participation | Communicatio |                            |        | : Parent communication and mailings for EL students to include translation of documents  | 2,840.00  |
| G2A1   | Sup & Conc    | Instruction          | Teacher-Supp |                            |        | Academic Competitions  | 7,182.00  |
| G2A1   | Sup & Conc    | Instruction          | Mat & Supp   |                            |        | : Student lanyards for all students to increase engagement through incentive programs and rewards for various participation and achievement metrics.   | 1,000.00  |
| G2A1   | Sup & Conc    | Instruction          | Mat & Supp   |                            |        | : Blue Warriors Program with FPD SNRO to build meaningful work programs for students   | 1,000.00  |
| G2A1   | Sup & Conc    | Instruction          | Direct Trans |                            |        | : Reward and Intervention Study Trips  | 600.00    |
| G4A1   | Title 1 Basic | Instruction          | Cons Svc/Oth |                            |        | Pre-Sort Mailing Services : Summer Mailer to Families  | 3,280.00  |
| G4A1   | Title 1 Basic | Parent Participation | Communicatio |                            |        | : Parent Mailings (Newsletters, calendars, edu-text, etc.)   | 2,095.00  |
| G4A1   | Sup & Conc    | Instruction          | Oth Cls-Supp |                            |        | Babysitting and translators  | 550.00    |
| G4A1   | Sup & Conc    | Instruction          | Mat & Supp   |                            |        | : Parent meeting food and materials  | 600.00    |
| G4A2   | Title 1 Basic | Instruction          | Teacher-Supp |                            |        | Interventions for both academics and behavior, Tier 2 support through tutoring, mentoring, detention.  | 19,153.00 |
| G4A2   | Title 1 Basic | Instruction          | Teacher-Supp |                            |        | Summer planning for School Climate (Safe and Civil Team)   | 3,471.00  |
| G4A2   | Sup & Conc    | Instruction          | Teacher-Regu | Teacher, Middle School     | 0.2000 | Teacher Kaitlin MacChesney to complete 1.0 FTE in support of climate and culture   | 18,192.00 |

|      |            |                                |               |                               |        |   |                     |
|------|------------|--------------------------------|---------------|-------------------------------|--------|---|---------------------|
| G4A2 |            | Instruction                    | Teacher-Regu  |                               | 0.2000 | ID Number 1067557   | 18,197.00           |
| G4A2 | Sup & Conc | Instruction                    | Teacher-Regu  | Extra Period Pay For Teachers | 0.1250 | Kristin Gonzales extra .2 for intervention  | 13,768.00           |
| G4A2 | Sup & Conc | Instruction                    | Teacher-Regu  | Extra Period Pay For Teachers | 0.1250 | Reyes, Jonathan   | 9,310.00            |
| G4A2 | Sup & Conc | Instruction                    | Teacher-Supp  |                               |        | Supplemental pay for a teacher to coordinate OLWEUS Class meetings with relevant and timely lessons delivered to teachers and staff to promote Character Competencies for Workplace Success and support school climate. | 1,389.00            |
| G4A2 | Sup & Conc | Instruction                    | Teacher-Supp  |                               |        | Safe and Civil Schools Nine Meetings for five teachers one hour per meeting   | 1,938.00            |
| G4A2 | Sup & Conc | Instruction                    | Mat & Supp    |                               |        | : Attendance and Behavior Incentives for Students   | 1,000.00            |
| G4A2 | Sup & Conc | Instruction                    | Nc-Equipment  |                               |        | : Purchase of "Connections" behavior monitoring software.   | 550.00              |
| G4A2 | Sup & Conc | Guidance & Counseling Services | Subagreements |                               |        | Comprehensive Youth Services : 16 hours a week of SAP counselor services.   | 36,873.00           |
| G4A2 | Sup & Conc | Guidance & Counseling Services | Direct-Other  |                               |        | : REA Evaluation Fee for SAP Program  | 738.00              |
| G4A2 | Sup & Conc | Psychological Services         | Crt Pupl-Reg  | Psychologist, School          | 0.2000 |   | 28,811.00           |
|      |            |                                |               |                               |        |   | <b>\$270,987.00</b> |

| Funding Source Totals | Unit # | Budget Totals       |
|-----------------------|--------|---------------------|
| Title 1 Basic         | 3010   | \$49,335.00         |
| Sup & Conc            | 7090   | \$196,125.00        |
| LCFF: EL              | 7091   | \$25,527.00         |
| <b>Grand Total</b>    |        | <b>\$270,987.00</b> |

| Goal Totals  | Budget Totals       |
|--|---------------------|
| G1 - All students will excel in reading, writing, and math       | \$119,487.00        |
| G2 - All students will engage in arts, activities, and athletics | \$9,782.00          |
| G4 - All students will stay in school on target to graduate      | \$141,718.00        |
| <b>Grand Total</b>   | <b>\$270,987.00</b> |