

Ahwahnee Middle

10621666061188

Principal's Name: Jennifer Carr

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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 School 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 and Family 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 School 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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jennifer Carr	X				
2. Chairperson - Brenden Duffy		X			
3. Esther Cortes				X	
4. Steven Burrolla				X	
5. Christiana Johnson				X	
6. Sheryl Mukai			X		
7. Shawn Simas		X			
8. Michael Robinson		X			
9. Mieka Kos		X			
10. Kylee Valdez					X
11. Isabella Ramirez					X
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date 2/26/2020 .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jennifer Carr		4/28/2020
SSC Chairperson	Brenden Duffy		4/28/2020

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Ahwahnee - 0010

ON-SITE ALLOCATION

3010	Title I	\$58,050 *
7090	LCFF Supplemental & Concentration	\$196,967
7091	LCFF for English Learners	\$20,193
3182	Comprehensive Support and Improvement	<u>\$229,620</u>
TOTAL 2020/21 ON-SITE ALLOCATION		\$504,830

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,935
Remaining Title I funds are at the discretion of the School Site Council	<u>\$56,115</u>
Total Title I Allocation	\$58,050

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence based strategies aligned to state identification.
- ❖ Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
 - CSI manager III assigned to school site to support CCI data monitoring.
 - Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- ❖ Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.

Ahwahnee Middle 2020-2021 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	35.456 %	28.743 %	2018-2019	35.743 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	26.132 %	13.881 %	2018-2019	20.881 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

Between 2017/18 and 2018/19 Ahwahnee went from 28.5% Meeting or exceeding standards in ELA to 28.7% Meeting or exceeding standards in ELA

- 7th Grade from 31.2% meeting/exceeding standards to 27.6%
- 8th grade from 25.6% meeting/exceeding standards to 30.1%

Analysis of the data and of overall implementation of 2019/20 SPSA goals

- Launched and conducted 5 professional learning sessions for all teachers in the integration of content and Social-emotional learning (SEL), specifically focused on ensuring that teachers provided daily grade level targets and activities.
- ELA teachers worked with ELA specialist from Corwin to develop grade-level learning targets and integrate SEL
- School closed March 16th due to COVID-19, therefore professional learning should be continued into the next year.
- Implementation of new classroom practices was consistent and showed growth over time:
 - In quarter 1, 83 classrooms; 67% had visible grade-level outcomes, 16% reviewed outcomes with students, and 55% of students could explain the grade-level goal
 - In quarter 2, 105 classrooms; 78% visible grade-level outcomes, 52% reviewed outcomes, 55% of students could explain outcomes

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

Significant Subgroup Data:

- African American: from 25% to 14.3%
- Asian: from 40.6% to 32.4%
- Hispanic: from 25.9% to 29.5%
- White: From 33.3% to 33%
- SPED: from 8.3% to 9.7%
- ELL: from 1.9% to 6.5%
- Foster: 16.7% to 14.3%
- Homeless: 18.2% to 16.7%

Analysis of Data and Key Factors Contributing to Dis-proportionality

- Co-teaching efforts were in place to make sure all students had the support to engage in grade-level lessons
- Analysis of classroom visits shows that more teachers are aligning daily outcomes to grade level tasks and texts however, work needs to be done to ensure a better balance between teacher talk and student think time. Gradual release strategies are needed.
- MTSS team has been largely focused on behavior. Need to ensure that the team is designing between Tier 2 and 3 academic intervention opportunities.

- In quarter 3, 118 classrooms; 86% had visible grade-level outcomes, 54% reviewed outcomes, 73% of students could explain outcomes
- During quarterly cycles of review, ELA teachers identified text analysis as an area to focus on based on teacher formative assessments.
- Staff determined that we should continue with content and SEL integration in the coming year, focusing on ensuring grade-level tasks are implemented and that all students are taught classroom expectations.

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

Between 2017/18 and 2018/19 Ahwahnee went from 19.1% Meeting or exceeding standards in Math to 13.9% Meeting or exceeding standards in Math.

- 7th Grade from 20.1% meeting/exceeding standards to 13.1%%
- 8th grade from 18.1% meeting/exceeding standards to 14.8%

Analysis of the data and of overall implementation of 2019/20 SPSA goals

- Launched and conducted 5 professional learning sessions for all teachers in the integration of content and Social-emotional learning (SEL), specifically focused on ensuring that teachers provided daily grade level targets and activities.
-
- School closed March 16th due to COVID-19, therefore professional learning should be continued into the next year.
- Implementation of new classroom practices was consistent and showed growth over time:
 - In quarter 1, 83 classrooms; 67% had visible grade-level outcomes, 16% reviewed outcomes with students, and 55% of students could explain the grade-level goal
 - In quarter 2, 105 classrooms; 78% visible grade-level outcomes, 52% reviewed outcomes, 55% of students could explain outcomes
 - In quarter 3, 118 classrooms; 86% had visible grade-level outcomes, 54% reviewed outcomes, 73% of students could explain outcomes
- Math teachers participated in monthly Math Lesson Design trainings and coaching cycles to improve student engagement in math and improve the implementation of the CCSS math instructional shifts. 100% of teachers implemented the MLD work.
- Staff determined that we should continue with content and SEL integration in the coming year, focusing on ensuring grade-level tasks are implemented and that all students are taught classroom expectations.

- PLC teams need protocols to better examine trends and patters across all student groups to determine equity gaps.

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

Significant Subgroup Data:

- African American: from 13.6% to 6.5%
- Asian: from 33.3% to 22.1%
- Hispanic: from 18.1% to 14.6%
- White: From 14.3% to 11.2%
- SPED: from 2.8% to 3.3%
- ELL: from 5.7% to 10.9%
- Homeless: 27.3% to 20%

Analysis of Data and Key Factors Contributing to Dis-proportionality

- Co-teaching efforts were in place to make sue all students had the support to engage in grade-level lessons
- Analysis of classroom visits shows that more teachers are aligning daily outcomes to grade level tasks and texts however, work needs to be done to ensure a better balance between teacher talk and student think time. Gradual release strategies are needed.
- MTSS team has been largely focused on behavior. Need to ensure that the team is designing between Tier 2 and 3 academic intervention opportunities.
- PLC teams need protocols to better examine trends and patters across all student groups to determine equity gaps.
- All math teachers participated in Math Lesson Design but have determined that more emphasis in the coming year on engaging learners in performance tasks.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Overall during quarterly cycles of review, staff determined to continue working towards the current goals. The only major change in the 2019/20 school year was the closure of school and move to distance learning after March 13 due to COVID-19 epidemic. Therefore, staff determined to continue the work to ensure grade-level instruction, increase student engagement in academics, and to add tools and resources to analyze gaps in equity and access to content.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Addition of PLC support for equity audit tools.
- Continue working with Doug Fisher and Corwin team to build Gradual Release into daily lessons--increasing cognitive engagement.
- Continue work to integrate classroom SEL into daily content lessons.
- Better oversight of classroom and PLC work needed - redesign of admin structures needed to meet Tier 2 and 3 needs on a more timely and consistent basis.

Step 4: Stakeholder Involvement. 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 analyzed with school site council.

School Site Council Recommendations for Goal 1:

- Shift GLA position to VP to create grade-level teams for MTSS support.
- Continue providing after school tutorial opportunities but also include in-school supports through push in/pull out, and lunch time tutorials.
- Continue Math Lesson Design
- Continue working with Corwin team to provide intensive PL to teachers
- Work with Corwin to build tools for equity audits to better understand disproportionality causes; including trends and supports for EL students. (MTSS)
- Continue academic incentives and quarterly academic awards ceremonies.
- Clarify communication protocols by identifying grade-level teams to facilitate parent contact

2 ELAC:

See SSC for parent input regarding EL Program

3 Staff:

Teachers, staff, ad ILT reviewed SBAC data and classroom assessment data through quarterly cycles of review and PLC meetings. The following suggestions were made by staff:

- Shift GLA position to VP to create grade-level teams for MTSS support.
 - Identify an academic intervention team member for each grade-level team to help facilitate in-school interventions.
- Continue providing after school tutorial opportunities but also include in-school supports through push in/pull out, and lunch time tutorials.
- Continue Math Lesson Design
- Continue working with Corwin team to provide intensive PL to teachers
- Work with Corwin to build tools for equity audits to better understand disproportionality causes; including trends and supports for EL students. (MTSS)
- Continue academic incentives and quarterly academic awards ceremonies.
- Clarify communication protocols by identifying grade-level teams to facilitate parent contact

Action 1

Title: Grade-level instruction in ELA and Literacy across content.

Action Details:

Ahwahnee Middle School will ensure that all students have access to grade-level instruction in ELA/Literacy as outlined in the California ELA/Literacy Standards. Teachers will work together to set quarterly and yearly targets for student performance, develop yearly curriculum calendars, and outline aligned assessments to monitor learning and provide intervention. Teachers will leverage board adopted curriculum to ensure that students access grade-level text and

tasks. In addition, teacher teams will work with colleagues to develop common learning targets and success criteria. Teachers will share that with students and engage them in goal setting and self-analysis. Finally, PLC teams will analyze data to audit equitable access to learning across all student groups. Resources and time will be allocated to develop a more cohesive and timely response to Tier 2 and 3 academic support through grade-level MTSS teams.

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 learning targets, success criteria, and common formative assessment schedule. Agendas and minutes will be collected during AC's with measures of progress and review of actions taken by AC. Common Formative Assessment Data will be aggregated and shared bi-monthly 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. 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 grade-level text and tasks (IPG Tenet 2a and 2b) and will be used to monitor grade level outcomes and student engagement in the lesson through gradual release.

Owner(s):

Principal and Co-Admin

Timeline:

Walk through data is posted weekly and shared to the whole staff.

PLC Lead Teachers will share results of equity audits in monthly ILT Meetings

Special attention to be focused on our disproportionate students (SPED and AA) to ensure progress through equity audit tools for PLCs.

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 Grade-level instruction in ELA/Literacy, in their classroom, based on their identified needs in conjunction with AC work and in response to common formative assessments. Classroom walkthrough data will be used to determine use and effectiveness.

Owner(s):

Principal and Co-Admin

Timeline:

Each quarter and assessment reporting cycles
Weekly walk-through data

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

ILT/CCT will conduct quarterly cycles of review, examining CFA data, Interim, data, behavior data, and SBAC data.

Owner(s):

Principal
Lead Teachers

Timeline:

Quarterly

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

Establish grade-level teams lead by Vice-Principals (one existing and one additional funded). Provide weekly coaching support to Vice Principals.

Owner(s):

Principal
School Supervisor

Timeline:

Weekly

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

Quarterly release days for teacher lesson study and data analysis. Corwin trainers will provide support. Implementation will be monitored during weekly classroom visits and data collection during ILT meetings.

Owner(s):

Principal
Lead Teachers

Timeline:

Weekly walk-through data

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

- Consulting services for all teachers, across the curriculum, to assist teachers in the implementation of daily lessons that incorporate content and social-emotional learning with an emphasis on ensuring grade-level outcomes and a gradual release of responsibility.
- Provide teachers with additional time for lesson study, planning, and examination of student progress through quarterly planning days and summer planning hours.
- Engage the staff in common readings to build a shared understanding of Tier 1 instruction and supports.
- Fund the difference to move current GLA to a Vice Principal II to establish grade-level MTSS teams
- Summer planning retreats for Instructional Leadership Team and Climate Culture Teams.
- Purchase hardware to ensure that all students have access to online tools in adopted curriculum during class instruction.
- Purchase teacher technology to support adaptive and distance learning opportunities for all students.

Specify enhanced services for EL students:

- EL Students will be identified and monitored by teachers through PLC collaboration.
- ELD course for newcomers.
- Leverage supports in SpringBoard ELD companion during regular grade-level instruction.
- Establish an Intervention TSA through current resources to coordinate and implement Tier 2 and 3 interventions for EL students.
- Increased technology to ensure EL students have access to adaptive features for Tier 1 and 2 supports available in the adopted curriculum for all content areas.
- Provide funding for ELPAC assessors.
- Establish after-school, before school, and lunchtime tutorial that focuses on EL support.

Specify enhanced services for low-performing student groups:

- Bi-monthly review of student performance data in PLCs to outline quarterly supports such as:
 - push-in/pull-out support.
 - After school, in-school, and before school tutorial assigned based on student need.
- MTSS Grade-level Teams, lead by Vice Principals. meet weekly to determine student needs and support.
- Supervisor conducts weekly coaching support of SPSA goals and progress with site leadership and gives feedback to principal.
- Increased technology to ensure struggling students have access to adaptive features for Tier 1 and 2 supports available in the adopted curriculum for all content areas and can take advantage of distance learning opportunities.
- Continue the African American Leadership Conference to provide mentoring and goal setting opportunities for African American Students.
- Intervention TSA will work closely with grade-level MTSS teams to coordinate and execute intervention by need.

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

- Back to School Night and Open House
- Weekly School Messengers
- Parent-Teacher conferences
- Parent meetings every 4-6 weeks regarding specific topics like: Academics, Bullying, Social-Emotional supports, etc.
- Update school website to ensure the most up-to-date information on school events.
- Classroom syllabi to be sent home for each class to inform parents of classroom policies and

Describe Professional Learning related to this action:

- Weekly PLC Meetings.
- Summer planning retreats to develop curriculum calendars that include Learning Targets and Success Criteria and schedule common formative assessments.
- ELA team to work with Corwin team for lesson design and lesson study focusing on grade-level instruction and gradual release. (CSI Support)
- Consultant to work with all ELA/Literacy teachers on how to deliver lessons that embed content and social-emotional learning.

expectations.

- Communicate names and contact information of Grade-level teams to parents to establish partnership between home and school.

- Summer retreats for ILT and CCT to develop school-wide plans and improve teacher leadership.
- Use of texts to build common understanding:
 - Learning by Doing
 - Culturally Relevant Pedagogy and the Brain
 - All Learning is Social and Emotional
 - Better Learning through Structured Teaching
 - PLC+ Better Decisions and Greater Impact by Design
- Release time for co-administrators to deepen Instructional Supervision skills and to calibrate feedback.

Action 2

Title: Grade level instruction that engages all students in Math

Action Details:

Ahwahnee Middle School will ensure that all students have access to grade-level instruction in mathematics as outlined in the California Mathematics Standards. Teachers will work together to set quarterly and yearly targets for student performance, develop yearly curriculum calendars—with common learning targets and success criteria—and outline aligned assessments to monitor learning and provide intervention. Teachers will leverage board adopted curriculum to ensure that students access grade-level text and tasks. In addition, teacher teams will work with colleagues to develop lessons in which 50% of the allocated time is dedicated to allowing students to do the majority thinking, reading, writing, and speaking. Finally, teams will work together to identify students that are struggling, based on aligned assessments, and design interventions for those students.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Provide math teachers with additional resources to purchase materials and supplies to increase the implementation of Grade-level instruction in mathematics, in their classroom, based on their identified needs in conjunction with AC work and in response to common formative assessments. Effectiveness will be measured through walk-through data and cycles of review.

Owner(s):

Principal and Co-Admin

Timeline:

Quarterly Reporting
Weekly walk-through data

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

ILT/CCT will conduct quarterly cycles of review, examining CFA data, Interim, data, behavior data, and SBAC data.

Owner(s):

Principal
Lead Teachers

Timeline:

Quarterly

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 learning targets, success criteria, and a common formative assessment schedule. Agendas and minutes will be collected during AC's with measures of progress and review of actions taken by PLC. Common Formative Assessment Data will be aggregated and shared bi-monthly at PLC 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.

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 grade-level text and tasks (IPG Tenet 2a and 2b) and will be used to monitor grade level outcomes and student engagement in the lesson through gradual release.

Special attention to be focused on our disproportionate students (SPED and AA) to ensure progress through equity audit tools for PLCs.

Owner(s):

Principal and Co-Admin

Timeline:

Walk through data is posted weekly and shared to the whole staff.

PLC Lead Teachers will share results of equity audits in monthly ILT Meetings

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

- Consulting services for all teachers, across the curriculum, to assist teachers in the implementation of daily lessons that incorporate content and social-emotional learning.
- Monthly Math Lesson Design coaching sessions.
- Secure Power BI licenses for data tracking of student progress using common formative assessments.
- Provide teachers with additional time for planning and examination of student progress through quarterly planning days and summer planning hours.
- Engage the staff in common readings to build a shared understanding of Tier 1 instruction and supports.
- Summer planning retreats for Instructional Leadership Team and Climate Culture Teams.
- Purchase technology to ensure all students have access to online tools embedded in adopted curriculum, like GoMath, Kahn Academy.
- Provide funding for elective course materials and supplies to supplement literacy and math focus school wide and across the curriculum.

Specify enhanced services for EL students:

- EL Students will be identified and monitored by teachers through PLC collaboration.
- ELD course for newcomers.
- Leverage supports in SpringBoard ELD companion during regular grade-level instruction.
- Establish an Intervention TSA through current resources to coordinate and implement Tier 2 and 3 interventions for EL students.
- Increased technology to ensure EL students have access to adaptive features for Tier 1 and 2 supports available in the adopted curriculum for all content areas.
- Provide funding for ELPAC assessors.
- Establish after-school, before school, and lunchtime tutorial that focuses on EL support.

Specify enhanced services for low-performing student groups:

- Bi-monthly review of student performance data in PLCs to outline quarterly supports such as:
 - Push-in Pull-out
 - After school, lunch time, and before school tutorial
- MTSS Grade-level Teams, lead by Vice Principals. meet weekly to determine student needs and support.
- Supervisor conducts weekly coaching support of SPSA goals and progress with site leadership and gives feedback to principal.
- Increased technology to ensure struggling students have access to adaptive features for Tier 1 and 2 supports available in the adopted curriculum for all content areas and can take advantage of distance learning opportunities.
- Continue the African American Leadership Conference to provide mentoring and goal setting opportunities for African American Students.
- Intervention TSA will work closely with grade-level MTSS teams to coordinate and execute intervention by need.

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

- Back to School Night and Open House
- Weekly School Messengers

Describe Professional Learning related to this action:

- Weekly PLC Meetings.
- Summer planning retreats to develop curriculum calendars that include Learning Targets and Success

- Parent-Teacher conferences
- Parent meetings every 4-6 weeks regarding specific topics like: Academics, Bullying, Social-Emotional supports, etc.
- Update school website to ensure the most up-to-date information on school events.
- Classroom syllabi to be sent home for each class to inform parents of classroom policies and expectations.
- Communicate names and contact information of Grade-level teams to parents to establish partnership between home and school.

Criteria and schedule common formative assessments.

- ELA team to work with Corwin team for lesson design and lesson study focusing on grade-level instruction and gradual release.
- Consultant to work with all ELA/Literacy teachers on how to deliver lessons that embed content and social-emotional learning.
- Summer retreats for ILT and CCT to develop school-wide plans and improve teacher leadership.
- Use of texts to build common understanding:
 - Learning by Doing
 - Culturally Relevant Pedagogy and the Brain
 - All Learning is Social and Emotional
 - Better Learning through Structured Teaching
 - PLC+ Better Decisions and Greater Impact by Design
- Release time for co-administrators to deepen Instructional Supervision skills and to calibrate feedback.

2020-2021 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	Parent Participation	Oth Cls-Supp			Babysitting for parent meetings	1,896.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			Professional Books for PL	4,620.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: Supplies and materials for PL - No food/incentives/blanket purchase orders	2,270.00
G1A1	ESSA-CSI	Instruction	Cons Svc/Oth			*Other* : Multiple Vendors Corwin: Integration of SEL and content, equity audits in PLCs.	63,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Summer PL and Curriculum Planning	15,001.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom Literacy Supplies	15,143.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Purchase 1x1 class novels for ELA	8,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Student Technology	14,983.00
G1A1	Sup & Conc	Instruction	Equip Lease			Ricoh Lease	4,000.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Teacher-Supp			Before School and Lunch Tutoring in Math and ELA	2,958.00
G1A1	LCFF: EL	Instruction	Oth Cls-Supp			Translators	1,030.00
G1A1	LCFF: EL	Instruction	Direct Trans			: Fieldtrips for EL Students Transportation	1,200.00
G1A1	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	1,265.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Comm for EL Students	516.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Quarterly Sub release for Teacher PL	20,047.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			After-school tutorial teacher contracts for Math and ELA	10,064.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Supplies/materials for Afterschool Tutorial for Math & ELA-Supplies - NO FOOD, NO INCENTIVES	4,164.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Mailers - NO FOOD, NO INCENTIVES	2,500.00
G1A2	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			Admin Subs for PL	4,277.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: GLA upgrade	17,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: General Materials and Supplies	7,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Staff Tech	17,668.00

\$218,602.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	81.359 %	86.335 %	2018-2019	93.335 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Participation Data as of 3/13:

- From 86.3% in 2019/20 to 82.5%
- 7th Grade - From 90.2% to 89.7%
- 8th Grade - From 82.1% to 76.2%

Analysis of Data

- Over 20 clubs available for students to engage with
- Shifted focus to an increase of in-school activities
- Did not complete all planned activities due to school closure
- Inconsistent logging of participation data

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

Participation Data as of 3/13:

- African American - From 89.4% to 93.2%
- Asian - From 89.7% to 82.5%
- Hispanic - From 86.5% to 80.2%
- White - From 81.6% to 92.0%
- SPED - From 77.2% to 78.1%
- EL - From 92.2% to 72.2%
- Foster Youth - 77.8% to 100%
- Homeless - from 71.5% to 90.9%

Analysis of Data

- Over 20 clubs available for students to engage with
- Shifted focus to an increase of in-school activities
- Did not complete all planned activities due to school closure
- Inconsistent logging of participation data
- targeted engagements for African American Students
- Increased engagements for Foster and Homeless Youth by making personal connections and recruitment efforts

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

All areas were on track up to school closure on March 13.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Continue current efforts of recruitment to activities.

Step 4: Stakeholder Involvement. 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:

- Continue funding for clubs to ensure diversity in types of student engagements
- Provide funding for student incentives to reward good character and academics
- Add regular parent meetings to increase student engagement

2 ELAC:

See SSC feedback for parent input regarding EL programs

3 Staff:

- Continue funding for clubs to ensure diversity in types of student engagements
- Provide funding for student incentives to reward good character and academics
- Add regular parent meetings to increase student engagement
- Improve upon noontime activities by providing structured engagements like intramural sports and noontime performances

Action 1

Title: Goal 2 Academic and school 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 of baseline curriculum through academic competitions and exposure to STEM related activities as well as the arts and co/extra curricular clubs. Additionally, Ahwahnee will work to explicitly engage parents as partners in raising behavior and academic expectations.

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

Conduct cycles of review on campus culture and student engagements.

Owner(s):

Campus Culture Director
Principal
CCT

Timeline:

Quarterly

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.

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 student engagements and academics. Committee will meet during lunch.

Owner(s):

Principal
Campus Culture Director

Timeline:

Quarterly

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

Establish parent meetings every 4-6 weeks to give families opportunities for feedback and to give school opportunities to communicate actions and issues with families.

Owner(s):

ILT
CCT
Principal, VP Lead

Timeline:

Every 4-6 Weeks

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

- Continue to provide funding for club advisers along with resources for club materials, incentives, etc.
- Extra pay for extra services contract to support Climate and Culture team planning and cycles of review.
- Funding for babysitting and refreshments for parent meetings.
- Funding for translator services for parent meetings.
- Funds for VAPA resources and materials

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Quarterly cycles of review will be conducted by the Climate and Culture Team to target engagements for students in low-performing groups.

MTSS team will review monthly behavior data to ensure students that are struggling to meet positive behavioral expectations are engaged in athletics and activities through targeted outreach.

Students on academic probation from sports will attend WIN Tutorial to ensure they stay on track with academics and can continue to participate in athletics.

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.
- Parent meetings will be conducted every 4-6 weeks.
- School site council and ELAC will be updated regularly on results of cycle of review.

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.
- Campus culture director and athletic director will continue to reach out specifically to subgroups such as the EL students and SPED students in order to maintain the increase in participation.

2020-2021 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-Subs			Subs for student fieldtrips and G2 activities	1,516.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Student Incentives and lanyards	13,000.00

\$14,516.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 8th Grade	38.759 %	0 %	2018-2019	7 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 8th Grade

We have added new CTE elective offerings that align to Hoover High School CTE Pathways: Drama and Film. This will continue into the next year along with current career building courses like Information Technology and Environmental Science. Each year our 8th graders attend the CTE presentation to explore options for career pathways offered in Fresno Unified. Career Cruising is administered in quarter 4.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Exposure to Careers - 8th Grade

None noted in data analysis as metrics are not yet built to differentiate by student groups.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We weren't able to provide planned career days, this year, due to staffing.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- build a tracking system tied to MTSS teams to track student engagements in career education and career planning
- Implementation of Graduate Profile

Step 4: Stakeholder Involvement. 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:

2 ELAC:

3 Staff:

- Communicate opportunities for career education to parents through parent workshops or parent university
- the main office will maintain a publicized list of activities and events
- Examine progress in cycles of review

parent input regarding EL program came through SSC meetings

- Bring career fairs back to campus during lunch time
- Continue CTE field trips
-

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 2021, 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):

Alliance Teachers

Grade-level VP Leads

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

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

Teachers will work to integrate technology skills into their classroom instruction. This will be monitored during regular classroom visits, counselor sessions on Kahn Academy linking.

Owner(s):

Lead Teachers
Principal

Timeline:

Weekly
Quarterly Reviews

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

Implement the FUSD Graduate Profile school-wide to help develop students' workplace readiness schools. Focus student awards and recognition on how well students exemplify these skills.

Owner(s):

Counselors
Principal
Lead Teachers

Timeline:

Monthly

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

- Funding for college visits to expose students to options.
- Funding for guest speakers in alignment with high school pathways and content standards to expose students to career options.
- Rewards for students that exemplify the skills outlined in the FUSD Graduate Profile.
- Funding to ensure adequate technology hardware and to maintain that hardware.

Specify enhanced services for EL students:

- Specifically target EL students for Career Fairs and College Trips

Specify enhanced services for low-performing student groups:

- All students not meeting minimum grade requirements will meet with academic and/or SES counselor to set goals for improvement.

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
- Parent counselor meetings

Describe Professional Learning related to this action:

- Staff introduction to the FUSD Graduate Profile.
- PL for teachers on the integration of content and SEL.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct Trans			: CTE Fieldtrips	1,100.00

\$1,100.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	14.121 %	18.64 %	2018-2019	16.64 %
Suspensions Per 100	28.47 %	31.257 %	2018-2019	20.257 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

Chronic Absenteeism as of March 13:

- Overall: From 18.6% in 2019 to 20.1%
- 7th Grade: From 15.5% in 2019 to 20.3%
- 8th Grade: From 22.1% in 2019 to 20%
- The average daily attendance went from 93.76% in 2019 to 93.85%

Analysis of data:

- We began the first two months of school without a full time attendance clerk. Once one was hired, there was emphasis on consistent record keeping.
- We had an average of 97% of students on time to every class, but the the 3% were chronic tardies that contributed to the chronic attendance issues.

Suspensions Per 100

Suspension Rates as of March 13, 2020:

- Overall: There were 204 suspensions by the end of quarter 3 in the 2018/19 school-year. By the end of quarter 3 in 2019/20, there were 170 suspensions. That is a decrease in number of suspensions by 16%.
- There were 3,321 misbehaviors logged by the end of quarter 3 in the 2018/19 school-year. By the end of quarter 3 in 2019/20, there were 1,690. That is a decrease in the number of misbehaviors by 49%
- There is a 12% reduction in the overall number of suspensions per 100 as of March 13, 2020.
- As of week 31 in 2018/19, the overall suspension rate was 25.29%. As of week 31 in 2019/20, the overall suspension rate was 22.02%.

Analysis of Data:

- Staff engaged in a total redesign of the Levels of Behavior and Office Referral process. Teachers

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

Chronic Absenteeism as of March 13:

- African American: from 29% to 27.8%
- Asian: From 7.2% to 19%
- Hispanic: From 18.4% to 19.7%
- White: From 21.9% to 22.5%
- SPED: from 25.9% to 22.6%
- Foster Youth: 25% to 25%

Analysis of data:

- We began the first two months of school without a full time attendance clerk. Once one was hired, there was emphasis on consistent record keeping.
- We had an average of 97% of students on time to every class, but the the 3% were chronic tardies that contributed to the chronic attendance issues.
- Need for a consistent MTSS team by grade-level to identify early signs of truancy and chronic absenteeism.

Suspensions Per 100

Of the 170 suspensions in 2019/2020:

- 59% were Hispanic (down from 68%, the year before.)
- 5.3% were multiracial (up from 1.97%)
- 15.3% were white (up from 10.34%)
- 16.5% were African American (down from 17.73%)
- 3.55% were Asian (up from 1.48%)

Analysis of Data:

implemented new referral processes and new Level 1 and 2 behavior interventions.

- The support staff received training from the full time school psychologist in de-escalation strategies and restorative practices.
- Work in the upcoming year should focus on improving the timeliness of Level 2 and 3 behaviors.

- Staff engaged in a total redesign of the Levels of Behavior and Office Referral process. Teachers implemented new referral processes and new Level 1 and 2 behavior interventions.
- The support staff received training from the full time school psychologist in de-escalation strategies and restorative practices.
- Work in the upcoming year should focus on improving the timeliness of Level 2 and 3 behaviors.
- Quarterly cycles of review conducted by ILT/CCT focused on review behavior data and identifying disproportionality.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Implementation of positive behavior supports and cohesion between classroom support and referrals were the planned focus for the year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Redesign of administrative and support team resources to create a 7th grade MTSS team and an 8th Grade MTSS team. This includes an additional RCA and an upgrade from GLA to Vice Principal. Teams will meet weekly to review behavior, attendance, and academics to ensure timely interventions.

Step 4: Stakeholder Involvement. 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:

- Continue work with full time psychologist to ensure refinement in implementation of Levels of Behavior and interventions.
- Support restructure of administrative team and support team to create deeper implementation of MTSS.
- Increase parent input opportunities.

2 ELAC:

See SSC notes for ELAC contribution.

3 Staff:

- Continue work with full time psychologist to ensure refinement in implementation of Levels of Behavior and interventions.
- Support restructure of administrative team and support team to create deeper implementation of MTSS.
- Continue professional learning in implementing SEL alongside content in daily instruction.

Action 1

Title: Average Daily Attendance and Chronic Absenteeism

[Action Details:](#)

Regular attendance in school is a corner stone of academic success. Ahwahnee Middle School will target an increase in ADA for all students and will reduce the amount of Chronic Absenteeism for subgroups.

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

Hold regular parents meetings to allow for parent input and to engage families in supporting increased student attendance and decrease suspensions.

Owner(s):

Principal
CCT

Timeline:

Every 4-6 Weeks

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

Monitor phone calls home and family outreach to ensure that absences are cleared in a timely manner.

Owner(s):

Vice Principal
Attendance Clerical

Timeline:

Monthly Reports

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

Review chronic absenteeism at MTSS meetings to ensure supports are in place to keep students in school.

Owner(s):

Grade-Level VP Lead
MTSS Team

Timeline:

Quarterly Cycles of Review
Monthly Reports

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

- Provide funding for a part time Home-School Liaison
- Calendar monthly meetings between attendance clerical and Vice Principal to review attendance and implement support.

Specify enhanced services for EL students:

- Ensure that ELL student data is monitored closely during monthly MTSS meetings
- Leverage parent volunteers and ELAC representatives to increase family-school outreach and communication

Specify enhanced services for low-performing student groups:

- Cross Functional Pivot Team, which includes appropriate department designees that support the CSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC)
- Weekly outreach from Grade-level leads to students that are chronically absent
- School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Quarterly cycles of review are conducted by ILT and CCT to evaluate the effectiveness of interventions and supports, making adjustments where needed.

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

- Results of cycles of review to be shared at parent meetings, SSC and ELAC.
- Weekly updates via school messenger.
- Monthly updates via flyers sent home the first of the month

Describe Professional Learning related to this action:

- Training for office staff in keeping accurate attendance records.

Action 2

Title: Implementation of Consistent Positive Behavior Supports

Action Details:

Ahwahnee Middle School aims to build a multi-tiered system of support (MTSS) in order to ensure that students receive positive behavior supports needed to keep them on track towards academic success and graduation.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Increase supervision to ensure all common areas are supervised before school, during school, and after school.

Owner(s):

Vice Principal

Timeline:

Weekly

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

Increase student activities during lunch to keep students positively engaged.

Owner(s):

Principal

CCD/ACCD

Timeline:

Monthly Calendar of Activities

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

Establish grade-level MTSS teams to review student behavior (and academic) needs.

Owner(s):

Vice Principal Leads

MTSS

School Psych

Timeline:

Weekly Meetings

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

Implement Tier 1 behavior supports through the Student Support Center for behavior, social emotional supports, and tardies. Share weekly updates with staff on progress.

Owner(s):

Principal

CCT

Timeline:

Weekly

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

Provide professional learning for teachers and administrators in the integration of social-emotional learning (SEL) and content. Monitor implementation through weekly classroom visits.

Owner(s):

Principal

Co-Admin

ILT

Timeline:

Weekly

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

Implement consistent Tier 2 and 3 behavior supports to prevent suspendable offenses and to keep students in class.

Owner(s):

Principal
School Psych
CCT

Timeline:

Quarterly

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

- Increase Psych time to develop and monitor the implementation of Tier 2 and 3 supports (CSI Support)
- Increase funding for noontime activities
- Order additional radios to ensure all supervisors are able to communicate
- Funding for teacher and administrative training on the integration of SEL and Content in the classroom (CSI Support)
- Additional Campus Safety assistant
- Funding for parent outreach meetings every 4-6 (including interpreters, babysitting, etc.)
- ID's and lanyards
- .2 FTE to support SEL instruction
- RCA student support

Specify enhanced services for EL students:

All English Learners will be eligible for all tiered supports.

Specify enhanced services for low-performing student groups:

- Weekly MTSS grade-level teams to analyze data and provide timely behavioral interventions for students.
- School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to improve positive behavior and increase student engagement.
- Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.
- Professional learning for site leaders and teachers focused on CSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

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

- Results of cycles of review to be shared at parent meetings, SSC and ELAC.
- Weekly updates via school messenger.
- Monthly updates via flyers sent home the first of the month

Describe Professional Learning related to this action:

- De-escalation strategies for challenging behaviors
- Integration of content and SEL in the classroom (CSI Support)
- Active supervision protocols

2020-2021 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	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		16,182.00
G4A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	TSA Kristen Gonzales to support SEL Instruction	19,379.00
G4A2	ESSA-CSI	Instruction	Bks & Ref			: SEL Software	4,000.00
G4A2	ESSA-CSI	Psychological Services	Crt Pupil-Reg	Psychologist, School	1.0000		151,453.00
G4A2	Sup & Conc	In-House Instructional Staff Deve	Teacher-Supp			Positive Behavior planning and analysis	4,879.00
G4A2	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		58,454.00
G4A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500	Covering the additional change from 6 to 8 hours.	16,265.00

\$270,612.00

2020-2021 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	Parent Participation	Oth Cls-Supp			Babysitting for parent meetings	1,896.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			Professional Books for PL	4,620.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: Supplies and materials for PL - No food/incentives/blanket purchase orders	2,270.00
G1A1	ESSA-CSI	Instruction	Cons Svc/Oth			*Other* : Multiple Vendors Corwin: Integration of SEL and content, equity audits in PLCs.	63,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Summer PL and Curriculum Planning	15,001.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom Literacy Supplies	15,143.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Purchase 1x1 class novels for ELA	8,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Student Technology	14,983.00
G1A1	Sup & Conc	Instruction	Equip Lease			Ricoh Lease	4,000.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Teacher-Supp			Before School and Lunch Tutoring in Math and ELA	2,958.00
G1A1	LCFF: EL	Instruction	Oth Cls-Supp			Translators	1,030.00
G1A1	LCFF: EL	Instruction	Direct Trans			: Fieldtrips for EL Students Transportation	1,200.00
G1A1	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	1,265.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Comm for EL Students	516.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Quarterly Sub release for Teacher PL	20,047.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			After-school tutorial teacher contracts for Math and ELA	10,064.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Supplies/materials for Afterschool Tutorial for Math & ELA-Supplies - NO FOOD, NO INCENTIVES	4,164.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Mailers - NO FOOD, NO INCENTIVES	2,500.00
G1A2	ESSA-CSI	In-House Instructional Staff Deve	Crt Supr-Sub			Admin Subs for PL	4,277.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: GLA upgrade	17,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: General Materials and Supplies	7,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Staff Tech	17,668.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Subs for student fieldtrips and G2 activities	1,516.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Student Incentives and lanyards	13,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			: CTE Fieldtrips	1,100.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		16,182.00
G4A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	TSA Kristen Gonzales to support SEL Instruction	19,379.00
G4A2	ESSA-CSI	Instruction	Bks & Ref			: SEL Software	4,000.00
G4A2	ESSA-CSI	Psychological Services	Crt Pupl-Reg	Psychologist, School	1.0000		151,453.00
G4A2	Sup & Conc	In-House Instructional Staff Deve	Teacher-Supp			Positive Behavior planning and analysis	4,879.00
G4A2	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		58,454.00
G4A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500	Covering the additional change from 6 to 8 hours.	16,265.00

\$504,830.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$58,050.00
ESSA-CSI	3182	\$229,620.00
Sup & Conc	7090	\$196,967.00
LCFF: EL	7091	\$20,193.00
Grand Total		\$504,830.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$218,602.00
G2 - All students will engage in arts, activities, and athletics	\$14,516.00
G3 - All students will demonstrate the character and competencies for workplace success	\$1,100.00
G4 - All students will stay in school on target to graduate	\$270,612.00
Grand Total	\$504,830.00