


**Dewolf High**

106216610316321

Principal's Name: Frank Duran

Principal's Signature: 

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

Title I SWP

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<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**

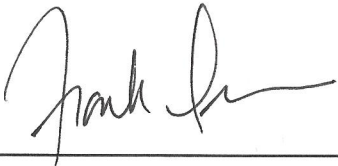

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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**

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Frank Duran	X				
2. Chairperson – Ditania Risueno			x		
3. Betty Gong		x			
4. David Sarro		x			
5. Dale Costa					
6. Carol Villalobos			x		
7. Archie Womack					
8. Jose Perez			x		
9. Francisco Arrevalo			x		
10. Raymond Ramirez					x
11. Jessica Tamayo					x
12. Devein Contreras					x
13. Diamond Bogan					x
14. Nelly Sanchez				x	
15.					

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

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Frank Duran		3/21/18
SSC Chairperson	Ditania Risueño		3/21/18

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

DeWolf - 0125

**ON-SITE ALLOCATION**

3010	Title I	\$10,074 *
7090	LCFF Supplemental & Concentration	\$42,629
7091	LCFF for English Learners	\$9,525
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$62,228</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$292
Remaining Title I funds are at the discretion of the School Site Council	\$9,782
Total Title I Allocation	\$10,074

## Dewolf High 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 %
A-G Courses Offered	61.458	68.458
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	0	7
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	0	7
One D or F on Any Report Card (grades 2-12)	82.8	75.8

#### 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)

No SBAC data available as DeWolf did not administer the SBAC from the 2016-2017 school years. Interim scores for 17-18 1-2 for ELA shows 3.5% gain from Interim A to B.

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

No SBAC data available as DeWolf did not administer the SBAC for the 2016-2017 school years.

##### One D or F on Any Report Card (grades 2-12)

There was an increase of 10.25% of "D" grades earned in Q2 from Q1.

Increase in the total number of students enrolled.

There was a 16.42% increase in the number of grades submitted in Q2 from Q1.

Key factors: Attendance 11% drop in attendance from Q1 to Q2. 96.96% to 86.02 and dropping

##### A-G Courses Offered

20.52% increase in the number of credits earned in Q2 from Q1.

**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)

No SBAC data available as DeWolf did not administer the SBAC from the 2016-2017 school years.

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

No SBAC data available as DeWolf did not administer the SBAC from the 2016-2017 school years.

##### One D or F on Any Report Card (grades 2-12)

- Student attendance and lack of completed work leads to less credits being earned.
- Students being referred from Independent studies not accustomed to attending school 5 days per week.

##### A-G Courses Offered

- Students not completing assignments in class and or not finishing online work leads to less classes being passed.
- poor attendance rates for some students lead to less credit being earned and less classes being passed.
- Some students as a result of behavior issues may have been schedule to less than 5 periods.

66% increase in the number of graduates from Q1 to Q2. (3-5-12)

**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:

SSC reviewed credit completion and graduation rates and agree that purchasing more Edgenuity licences was a great idea as an option for delivery so students would have opportunities to work at their own pace. 2018-2019 goal is to increase the interim math and ela scores by 7% over 2017-2018.

**2** ELAC:

N/A

**3** Staff:

Budget priorities: Increase the number of Edgenuity licenses to facilitate coaching versus direct instruction and increase credit recovery. They also like the idea of pretesting students to obtain baseline score and data of pre knowledge.

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

Title 1 funds were used to fund Edgenuity MyPath program to serve as a tutorial and baseline assessment. Students did not take assessment seriously based on teacher feedback and review of scores. 2nd issue was not being able to assign credit to the program. Students assigned tutorials did not complete the work or even attempt it. Not cost effective to continue. Will look into other more students and user friendly programs.

2018-2019 Title 1 funds will be used to increase the number of Edgenuity Licenses to offer more Edgenuity content in classes such as Math and create more blended classrooms. Will also need to purchase more technology. Laptops, power strips, keyboards and mouses.

### Action 1

**Title:** Credit Recovery options

**Action Details:**

Purchase more online credit recovery licences from Edgenuity and Apex to provide access to more online credit recovery options:

There is plan in the Alt. Ed region to provide more PB training to all staff so as to create more opportunities to move away from Direct instructional model. Staff will be provided with PBL training over the summer break of 2018.

There is a need to increase the number of Edgenuity courses to provide a more blended learning course for students. Apex and Edgenuity also provide language support for EL Student

**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

Quarterly monitoring of attendance, and credit completion.

**Owner(s):**

Counselor, Principal, teachers

**Timeline:**

Quarterly reports



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

Data from the following assessments and reports will be used to review the progress and success of instructional program:

- SBAC
- interim assessments
- IPG data reports
- CFA's
- Classroom observations - walkthroughs

**Owner(s):**

Admin, ILT and AC

**Timeline:**

weekly, monthly and quarterly

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

Students will receive access to Online credit recovery options Edgenuity and Apex for credit recovery and original credit options to earn credits towards graduation.

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

Parents will be informed of all programs being offered to all students for credit recovery through parent conferences, email, monthly meetings and or 1:1 parent conferences.

**Specify enhanced services for EL students:**

EL students will be given the same opportunity to take Edgenuity and Apex to recover credits. Language support is provided through online programs and will be used to support the increase of language acquisition.

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

Teachers will receive training on how to use Apex and Edgenuity to facilitate the credit recovery options of students. Project based learning and PLI training also planned for all the faculty of Alternative Ed sites.

## Action 2

**Title:** Extra academic support

**Action Details:**

Buy out a teacher's prep period to offer extra support in a content area. The content area will be determined by the master schedule and number of students enrolled in the 5 sections.

**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**

Master schedule will be built on the formula of 5 periods per teacher and 1 prep. Based on enrollment and course needs we may need to buy out a teacher's prep period to be able to meet the demands placed on the master schedule.

**Owner(s):**

Principal, counselor

**Timeline:**

August to September based on enrollment numbers.

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

Data from the following assessments and reports will be used to review the progress and success of instructional program:

- SBAC
- interim assessments
- IPG data reports
- CFA's
- Classroom observations - walkthroughs

Owner(s):

Admin, ILT, AC

Timeline:

Weekly, monthly and quarterly.

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

This additional period will allow for students to have a less impacted class based on need.

Specify enhanced services for EL students:

This additional period will allow for students to have a less impacted class based on need.

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

Describe Professional Learning related to this action:

### Action 3

**Title:** Increase percentage of students that Meet or exceed Standard

Action Details:

Provide extra pay contracts for teachers to provide support beyond class time to help students increase their ELA and Math skills.

Teachers will provide extra academic support for students before and after school in attempts to meet the needs of Tier 2 and Tier 3 students who are not meeting success academically.

**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

Student scores will be reviewed quarterly on CFA's and Interim assessments for growth and to drive instructional decisions

Owner(s):

Principal, Teachers, ILT and AC

Timeline:

Weekly, Monthly and quarterly.

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

Data from the following assessments and reports will be used to review the progress and success of instructional program:

- SBAC
- interim assessments
- IPG data reports
- CFA's
- Classroom observations - walkthroughs

Owner(s):

Admin, ILT and AC

Timeline:

Weekly, monthly and quarterly.

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

Staff will be required to use the GVC and to administer CFA's and other assessments to determine student learning.

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

Parents will be notified of student academic progress via email, report cards, school messenger. Parents will also be informed of the availability of before and after school intervention programs to help students earn additional credits towards graduation.

**Specify enhanced services for EL students:**

Staff will be required to use the GVC and to administer CFA's and other assessments to determine student learning.

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

Teachers will attend and participate in District, Site and Al.Ed. regional professional development in PBL, PLI and SEL training

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High 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	Mat & Supp			: Parent Participation **NO FOOD, NO INCENTIVES**	292.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Edgenuity : Edgenuity site licences for credit recovery.	12,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Based on need a prep period may need to be bought from a teacher to balance overcrowded classes	12,153.00

**\$24,445.00**

## 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	41.975	48.975

### 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.

<b>1</b> What were the key factors that contributed to these performance outcomes for each metric.	<b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.
<p><b>Goal 2 Participation Rate</b></p> <ul style="list-style-type: none"> <li>• few clubs offered and few activities leads to a low percentage in this area.</li> <li>• not enough staff to offer a full range of clubs and activities for students.</li> </ul>	<p><b>Goal 2 Participation Rate</b></p> <ul style="list-style-type: none"> <li>• part time Campus culture director not on campus until after lunch</li> <li>• lack of a full time campus culture director leads to less activities being planned</li> </ul>

**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.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
<p>Student on SSC liked the idea of the Game consoles and stated that it would be very helpful to bridge the gap between ethnic groups and groups that would normally not play together to spend time together at lunch.</p>	<p>N/A</p>	<p>Priorities: provide more on campus activities to increase student engagement and connectedness to school.</p>

## Action 1

**Title:** Student Engagement

### Action Details:

Increase the number of clubs and student activities being offered on campus to increase the number of students being engaged in extra curricular activities.

<p><b>Reasoning for using this action:</b></p> <input type="checkbox"/> Strong Evidence <input 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**

Data from the following assessments and reports will be used to review the progress and success of instructional program:

- SBAC
- interim assessments
- IPG data reports
- CFAs
- Classroom observations - walk through data
- campus culture survey data

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

Purchase electronic games and technology to provide students with extra curricular options during lunch. Create competitive matches where students can challenge each others skills to promote engagement between different groups of students.

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

Inform parent of all the options and opportunities available to students via, school messenger, email, phone calls, parent conferences and site events.

**Owner(s):**

Admin, ILT and AC

**Timeline:**

Weekly, monthly and quarterly.

**Specify enhanced services for EL students:**

EL students will be provided the same opportunities as all students.

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

N/A

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High 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	Nc-Equipment			: purchase of technology to engage students. Game consoles	2,000.00

**\$2,000.00**

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

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current %	Target %
CTE Enrollment	24.691	31.691

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.

**CTE Enrollment**

- Part time construction class offered 5 and 6 periods
- New Urban innovations class not offered until second semester
- There are currently 108 students enrolled in the combined classes.

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

**CTE Enrollment**

- Both the construction class and the new Urban innovations course is offered to any enrolled student at DeWolf.

**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:

SSC reviewed enrollment numbers and agreed that increasing the number of certificates students can earn is important and worthwhile. Students are working on earning certificates in Food handling, OSHA 10 and Microsoft Suites.

**2** ELAC:

N/A

**3** Staff:

Staff reviewed the numbers of enrolled students and questioned the increase in numbers and the possibility of increasing enrollment of the construction class back to a fulltime course a DeWolf.

**Action 1**

**Title:** CTE increase

**Action Details:**

Purchase more certifications courses for students to earn certificates and to enroll in the courses offered at DeWolf Construction and Urban Innovations.

**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

Data from the following assessments and reports will be used to review the progress and success of instructional program:

- SBAC
- interim assessments
- IPG data reports
- CFAs
- Classroom observations - walk through data

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

Purchase site licenses and certification courses.

Purchase more technology for students to use to learn the CTE curriculum for certification in various content areas.

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

Inform parent of all the options and opportunities available to students via, school messenger, email, phone calls, parent conferences and site events.

Owner(s):

Admin, ILT and AC

Timeline:

Weekly, monthly and quarterly.

Specify enhanced services for EL students:

EL students will receive access to the all available credit recovery options.

Describe Professional Learning related to this action:

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

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
ADA Attendance	77.909	78.909
Chronic Absenteeism	75.309	73.309
Suspensions Per 100	16.842	15.842
Parent Survey - Respected and welcomed	97.368	100
Parent Survey - Safe and secure	97.436	100
Student Survey - Caring adult	56.716	63.716

**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**

Chronic absenteeism is caused by students leaving early and not attending classes. Based on meetings with students, the response has been I have something else to do.

**Suspensions Per 100**

Suspensions have dropped over the year. Most of the suspension have been for being under the influence and Use of marijuana.

**ADA Attendance**

Attendance for the year has been in the mid to high 80% with Q1 being at 96.96%. Increase in the number of students enrolled may be the cause for the drop in attendance.

**Parent Survey - Safe and secure**

Parents reports in the 97th percentile that they are respected and welcomed at DeWolf and that they feel their students is safe.

**Student Survey - Caring adult**

There is a 10% drop in the area of support from Academic Learning

**Parent Survey - Respected and welcomed**

Parents responded in the 97th percentile in the area of feeling Respected and welcomed at DeWolf.

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

**Chronic Absenteeism**

75% Chronic attendance.

**Suspensions Per 100**

22% drop in the number of suspensions.

**ADA Attendance**

Attendance has stayed above 85% for the year which is good not great but goes

**Parent Survey - Safe and secure**

97% Parents feel that the school is safe and secure

**Student Survey - Caring adult**

We had a drop in percentages in this area, which needs to be followed up with students to clearly identify what it is they are lacking from us.

**Parent Survey - Respected and welcomed**

Increased communication by staff with parent and guardians has helped to increase the parents feeling more respected and welcomed.

**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> <p>SSC agreed that we needed to have more student activities next year to increase student connection to the school.</p> <p>They also agreed we needed to increase the number of after school credit recovery options for students.</p>	<p><b>2</b> ELAC:</p> <p>N/A</p>	<p><b>3</b> Staff:</p> <p>Staff liked the increase in technology and the access to more Edgenuity licences. Staff felt that the decrease in the students responses may be to the introduction of new grade levels to the school and the school's discipline policy, where the students may feel we are picking on them rather than trying to address their behavior with interventions.</p>
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**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Title 1 funds were used to purchase online licences and laptops to offer credit recovery options for all students.
- Funds were used to fund extra pay contracts for teachers to be available before school. Due to lack of interest on one contract was done and less than 20 per day participated in the am tutorial program.
- A.2 FTE was funded from Title 1 funds to provide extra period of Math to lower class counts and allow for more opportunities to help student in a less crowded class.
- 

### Action 1

**Title:** Credit Recovery options for Tier 1, 2 and 3 students.

**Action Details:**

Provide extra pay contracts for teachers to provide tutorial and extra credit recovery options for students either before or after school to meet the academic needs of tier 1 ,2 and 3 students that are not meeting credit recovery 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

Quarterly monitoring of attendance, and credit completion.

**Owner(s):**

Counselor, Principal, Teachers

**Timeline:**

Quarter grades and report cards

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

Data from the following assessments and reports will be used to review the progress and success of instructional program:

- SBAC
- interim assessments
- IPG data reports
- CFA's
- Classroom observations - walkthroughs

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

Staff will be available to provide extra support for students and extra opportunities for credit recovery either before or after school. Mr. John Hazelett, Russell Allen and Cynthia McCutcheon will be offered contracts for extra support before and after school.

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

Parents will be informed of student progress via various communications: email, school messenger, parent conferences, report cards.

**Owner(s):**

AC, ILT, Admin

**Timeline:**

weekly monthly and quarterly

**Specify enhanced services for EL students:**

EL Students will receive access to all credit recovery options available and will be able to access embedded language support provided by online credit recovery resources ; APEX and Edgenuity.

Provide extra pay contracts for teachers to provide tutorial and extra credit recovery options for students either before or after school to meet the academic needs of tier 1 ,2 and 3 students that are not meeting credit recovery expectations. Mr. John Hazelett, Russell Allen and Cynthia McCutcheon will be offered contracts for extra support before and after school.

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

Train staff to properly monitor grades and transcripts. Alt. Ed. regional plan to train staff in mentoring aspect to assist tier 1-3 students increase their credit earnings and academic success.

## Action 2

**Title:** Technology-

**Action Details:**

Purchase required laptops and other technology to facilitate the use of Online credit recovery resources to increase graduation rates.

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

Quarterly monitoring of attendance, and credit completion.

**Owner(s):**

Counselor, Principal, teachers

**Timeline:**

Quarterly reviews

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

Data from the following assessments and reports will be used to review the progress and success of instructional program:

- SBAC
- interim assessments
- IPG data reports
- CFA's
- Classroom observations - walk through data

Owner(s):

Admin, ILT and AC

Timeline:

Weekly, Monthly and quarterly.

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

Students will use Edgenuity and APEX to earn and recover credits towards graduation, laptops are required to access online sources.

Specify enhanced services for EL students:

EL Students will have equal access to all credit recovery options available.

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

Inform parent of all the options and opportunities available to students via, school messenger, email, phone calls, parent conferences and site events.

Describe Professional Learning related to this action:

Staff will receive PLI and PBL training as planned by the Alt.Ed region.

### Action 3

**Title:** Project Based Learning

Action Details:

Provide Project Based Learning for staff to provide project based instruction in classroom to increase the acquisition of standards and skills to be successful in school and post high school experiences and schools. % of students Met/Exceeded Standard on the Math Interim assessment and % of students Met/Exceeded Standard on ELA interim assessment. Will look to integrate and embed PBL to increase Percentages on Interim and State assessments.

**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

Quarterly project presentations by students

Owner(s):

Principal, teachers

Timeline:

Monthly, quarterly student presentations

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

Data from the following assessments and reports will be used to review the progress and success of instructional program:

- SBAC
- interim assessments
- IPG data reports
- CFA's
- Classroom observations - walkthroughs

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

Students will be required to produce projects as part of their credit completion and demonstration of proficiency or mastery of standards.

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

Parents will be notified of all academic options available for students via email, website and 1:1 meetings with admin and teachers.

Owner(s):

Admin, ILT, AC

Timeline:

weekly, monthly and quarterly

Specify enhanced services for EL students:

EL students will be monitored by ELA teacher and AC, counselor and principal and given the opportunities to attend before and after school tutorial classes to receive additional help to earn credits and increase academic achievement.

Describe Professional Learning related to this action:

Teachers will attend training in the development and planning of project based instruction by the Buck Institute in June 2018 as planned by the Alt. Ed. region. Training will occur on site so no travel or conference fees will be required for this training.

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High 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	Teacher-Supp			Provide students with before and after school credit recovery options.	4,788.00
G4A1	LCFF: EL	Instruction	Teacher-Supp			Provide students with extra credit recovery options before and after school.	8,380.00
G4A2	Title 1 Basic	Instruction	Nc-Equipment			: Increase the number of laptops to 1;1 to assist students to access online credit recovery resources to graduate.	4,994.00
G4A2	Sup & Conc	Instruction	Nc-Equipment			: increase number of laptops to 1:1 for students to access online credit recovery resources	2,183.00
G4A2	LCFF: EL	Instruction	Nc-Equipment			: Technology equipment for credit recovery use. Laptops	1,145.00
G4A3	Sup & Conc	Instruction	Travel			: Project based learning conference for staff to learn to develop and implement project based instruction	7,000.00
G4A3	Sup & Conc	Instruction	Cons Svc/Oth			: Staff Trainings to Be Determined During the School Year on How It Will be Delivered. Onsite Online Out of Town	3,293.00
G4A3	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLI with Ryan Coe	4,000.00

**\$35,783.00**

## 2018-2019 Budget for SPSA/School Site Council

### State/Federal Dept 0125 DeWolf High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation **NO FOOD, NO INCENTIVES**	292.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Edgenuity : Edgenuity site licences for credit recovery.	12,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Based on need a prep period may need to be bought from a teacher to balance overcrowded classes	12,153.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			: purchase of technology to engage students. Game consoles	2,000.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			Provide students with before and after school credit recovery options.	4,788.00
G4A1	LCFF: EL	Instruction	Teacher-Supp			Provide students with extra credit recovery options before and after school.	8,380.00
G4A2	Title 1 Basic	Instruction	Nc-Equipment			: Icrease the number of laptops to 1;1 to assist students to access online credit recovery resources to graduate.	4,994.00
G4A2	Sup & Conc	Instruction	Nc-Equipment			: increase number of laptops to 1:1 for students to access online credit recovery resources	2,183.00
G4A2	LCFF: EL	Instruction	Nc-Equipment			: Technology equipment for credit recovery use. Laptops	1,145.00
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G4A3	Sup & Conc	Instruction	Cons Svc/Oth			: Staff Trainings to Be Determined During the School Year on How It Will be Delivered. Onsite Online Out of Town	3,293.00
G4A3	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLI with Ryan Coe	4,000.00
<b>\$62,228.00</b>							

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$10,074.00
Sup & Conc	7090	\$42,629.00
LCFF: EL	7091	\$9,525.00
<b>Grand Total</b>		<b>\$62,228.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$24,445.00
G2 - All students will engage in arts, activities, and athletics	\$2,000.00
G4 - All students will stay in school on target to graduate	\$35,783.00
<b>Grand Total</b>	<b>\$62,228.00</b>