

Duncan Polytechnical High

10621661030295

Principal's Name: Jeremy Ward

Principal's Signature:

A handwritten signature in black ink that reads "Jeremy Ward". The signature is written in a cursive style with a large, looping initial "J".

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

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Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

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

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

Consolidated Program Assurances

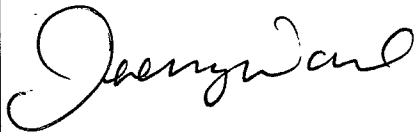

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jeremy Ward	X				
2. Chairperson - Jose Gomez					X
3. Mary Janzen		X			
4. Laura Walls		X			
5. Bouakham Sriri-Perez		X			
6. Lisa Bridgen			X		
7. Yer Yang				X	
8. Alma Ulloa				X	
9. Esmeralda Salcedo				X	
10. Jennifer Pena					X
11. Janieiry Perez-Delgado					X
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" 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	Jeremy Ward		3/22/17
SSC Chairperson	Jose Gomez		3/22/17

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Duncan - 0130

ON-SITE ALLOCATION

3010	Title I	\$67,881 *
7090	LCFF Supplemental & Concentration	\$256,363
7091	LCFF for English Learners	\$48,387
TOTAL 2017/18 ON-SITE ALLOCATION		\$372,631

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,581
Remaining Title I funds are at the discretion of the School Site Council	\$66,300
Total Title I Allocation	\$67,881

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	2523	District Dashboard (Goal 4): CORE Waiver: Four Year Cohort Graduation Rate	1/10*	95.12%	98.39%	N/A ¹	N/A ¹	•LCAP Dashboard - 5PupilEngagement
<input checked="" type="checkbox"/>	3162	District Dashboard (Goal 4): Percentage of graduates who completed A-G requirements	9/10*	42.56%	35.33%	N/A ²	N/A ²	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	4/9	N/A ³	45.54%	53.04%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	5/9	N/A ³	12.09%	18.70%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	7/10	0.00% ⁴	73.20%	75.05%	57.20%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3178	District Dashboard (Goal 1): Percentage of Advanced Placement (AP) exams passed (scoring 3+)	5/9	18.82%	13.59%	21.38%	N/A ⁵	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	5978	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level English) on the most recent ELA SBAC exam	4/9	N/A ³	8.37%	16.96%	N/A ³	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	5982	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level Math) on the most recent math SBAC exam	5/9	N/A ³	1.84%	2.61%	N/A ³	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common	4/10	N/A ⁷	N/A ⁷	44.71%	46.30%	•LCAP Dashboard - 4PupilAchievement

Formative Assessment

•SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)

<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A ^{8*}	N/A ⁸	N/A ⁸	0.00%	16.47%	•LCAP Dashboard - 4PupilAchievement
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2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	1/10	13.33%	17.39%	18.49%	16.81%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	8/9*	0.00%	0.00%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	6/9	68.59%	76.32%	65.98%	62.77%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	1/10	96.17%	96.46%	96.40%	96.33%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	1/11	7.29%	6.57%	6.92%	6.41%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance

Number and percentage of students

<input type="checkbox"/>	4849	who are truant as defined by education code (3 or more truancy violations)	2/10	N/A ¹⁰	N/A ¹⁰	52.52%	47.24%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/11	5.44%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	3/10	5.34%	2.48%	2.83%	3.16%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/10	0.10%	0.00%	0.00%	0.10%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	6046	Four Year Cohort Dropout Rate: Number and percentage of 9th-12th grade students who dropped out in prior year	1/10*	3.90%	1.61%	N/A ¹¹	N/A ¹¹	•LCAP Dashboard - 5PupilEngagement
<input checked="" type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	3/9	83.47%	87.84%	76.94%	76.92%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input checked="" type="checkbox"/>	7131	Number and percentage of 9th-12th Grade Project 2021 students who are A-G on-track as of the most recent grading period	N/A ^{12*}	N/A ¹²	N/A ¹²	N/A ¹²	0.00%	•SQII Index - A-G - On-Track Status (Related)
<input checked="" type="checkbox"/>	7137	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	7/10	N/A ¹³	N/A ¹³	57.85%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7136	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	6/10	N/A ¹³	N/A ¹³	75.45%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7139	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	3/10	N/A ¹³	N/A ¹³	61.71%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

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

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

Elementary Segment Example:

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

High School Segment Example:

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

Instructional supervisor name will appear once approved

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

Last Edit: jward - 03/13/2017

Save

Duncan Polytech High 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain	<input checked="" type="checkbox"/> 1. Academic Performance	<input type="checkbox"/> 2. Social/Emotional Learning (SEL) and Culture & Climate
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School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	54	64	

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

Detail the Action

Duncan will implement a school wide Literacy Plan which will focus on anchor reading and writing standards. Anchor reading standards will be address through the continual school wide implementation of the Duncan Essential Strategies which are based on the cognitive foundations of Common Core. The practices and underlying principles include: creating context, forming analysis, writing and speaking to learn and to transfer, reading closely, exposing precise thinking, and building academic stamina. The anchor writing standard will be addressed through the quarterly administration of a common writing assignment through each department. Writing assignments by each department will be based on a reading and will be scored on a common rubric. In order to the support the implementation of the quarterly anchor reading and writing standards departments will be provided **with 3 work release days during the year**. The release days will be structured into three parts: 1) Time to review and calibrate common student writing assignment or any other assignments based on reading or writing anchor standards, 2) PL on the focus writing standards for the upcoming quarter, 3) Time to plan common writing assignment for the upcoming quarter.

To support writing across the curriculum Duncan will implement a writing lab and continue the use of turnitin.com to help develop and support student writing.

To support the new ELA Spring board adoption Duncan will purchase 1 to 1 novels for grades level 9-11.

SMART Goals

By June 2018 Duncan will see a 10 % increase in the Standard Met/Exceed band of the CAASPP for ELA from 54% to 64%.

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

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

- Progress will be monitored after each administration of the district benchmark assessment for grades 9, 10, 11 and 12. Grade level ACs will review benchmark data to identify student needs and plan instruction and interventions.
- Progress will be monitored after quarterly completion and scoring of department writing assignment. Departments will meet quarterly to calibrate writing assignment based on common rubric.

Owner(s):

1. Teachers, AC lead teachers, literacy lead
2. ILT Team, Literacy Team, Instructional Coach
- 3, Literacy Coach
4. ILT Team, Department Chairs, Literacy Team
5. VP

Timeline:

1. ACs will review benchmark assessment, and common assignments/assessments to identify student needs and plan instruction and intervention
2. Professional development that focuses on the anchor reading and writing standards will be provided for all teachers:
3. Teachers will be provided with ongoing support in the implementation of the anchor reading and writing standards:
4. Data from the DRP and the quarterly anchor reading and writing standards will be examined and evaluated to determine the effectiveness of the PL and interventions:
5. Planning and implementation of professional learning will be lead by an administrator:

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

- Conduct parent trainings to explain the different district assessments.
- Communicate with parents the testing dates/calendar.
- Send home results of all district assessments.

Describe Related Professional Learning:

- Ongoing and on the job-embedded professional learning focused on the Duncan Essential Strategies lead by Duncan "Instructional Specialist"
- Staff collaboration during accountable communities
- Sub release planning days for collaboration and reflection reading and writing anchor standards. The release days will be structured into three parts: 1) Time to review and calibrate common student writing assignment or any other assignments based on reading or writing anchor standards, 2) PL on the focus writing standards for the upcoming quarter, 3) Time to plan common writing assignment for the upcoming quarter.

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

- Direct instruction in quarterly writing standard in all curricular areas
- Consistent instruction in Duncan Essential Strategies
- Differentiated instruction provided in all curricular areas

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

Students eligible for redesignation will meet and review results benchmark assessments to review progress and discuss next steps.

Duncan Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for professional learning Subs for AP study trips CELDT Assessors	\$ 4,764.00
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Sub release dates for PL	\$ 19,291.00
1	1	Sup & Conc	Instruction	Travel				Conference cost and related expenses	\$ 21,500.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Research study materials Turnitin.com	\$ 6,029.00
								Total	\$ 51,584.00

Action # 2

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3162 - Graduates who completed A-G requirements	65	70	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Duncan will develop a system to expand our college and post-secondary training culture for 9th through 12th grade students. Duncan will have college/university/trade school study trips for 10th through 12th grade students to expand their knowledge and awareness of post-secondary/IHE choices (Institutions of Higher Education). These will take place throughout the school year, depending on each grade level. There will be an emphasis and monitoring to increase 12th grade students' applications to two 4-year IHE segments as a result of this added effort. Duncan will provide incentives to 12th grade students for completing their applications in the Fall semester and for their admissions in the Spring semester.

Duncan will increase effort to improve 12th grade students' SAT scores, which will increase their eligibility for the CSU/UC applications. These students will be given opportunities to prepare for the "School Day" SAT test during their 11th grade year by utilizing Khan Academy/College Board's online SAT Prep program and be offered incentives to do so. Duncan will monitor the amount of time they login to practice before, at lunch, and after school, and will provide incentives for those who meet or exceed the criteria to be set.

Expand the Duncan Credit Recovery Program (utilizing Credit Recovery courses, Independent Study via JEY, APEX and Edgenuity) to include 9th through 12th grade students both during and outside of the school day resulting in an increase in A-G compliance and percent of students considered "on track". * Enroll 9th grade students in need of credit recovery, based upon semester 1 grades. Enroll 10th grade students in need of credit recovery, based on 9th grade and semester 1 results in either a 0 period APEX course or 8th period credit recovery class. * Enroll 11th and 12th grade students in need of credit recovery in a 0 period JEY course or APEX within the school day if their schedule allows. Maintain the lunchtime and after school tutorial program for 9th-12th grade students led by staff and college age tutors (2 Teaching Fellows from Fresno State) for students identified as in need of additional time and support. Master schedule built to meet student needs for graduation and college readiness (a-g). College Campus visits to increase exposure and incentivize obtaining and maintaining A-G eligibility.

SMART Goals

1. By June 2018, Duncan will see a 2% increase (98% to 100%) in applications from eligible 12th grade students to the CSU system (#94) and 10% increase (31% to 40%) in applications to the UC system.

2. By June 2018, Duncan will see an increase from 64% (2016-17 Spring) to 70% (2016-17 Spring) of 9th-12th grade students' on-track for A-G completion.

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

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

1. Transcript analysis, A-G eligibility and deficiency monitoring and academic counseling.
2. Identification and IHE applications completion via FUSD Beta Tool and sign in sheets
3. Senior Surveys to all 12th grade students to track progress on all segments of IHE.
4. Semester course completion analysis of all students
5. Enrollment and attendance review of credit recovery programs ie. APEX, JEY, FAS, Summer School, Winter Session
6. Mid-session progress report mailed home.
7. College information support to students and parents to remove barriers that may limit this opportunity for students.
8. UC Personal Statement??.
9. College/university campus visitations.
10. Khan Academy/College Board Online SAT Test Prep program
11. Evidence of admissions and acceptance to IHE segments.
12. Recognition luncheon with principal for 12th grade students who complete and submit applications to at least three 4-year IHE segments and FAFSA
13. Recognition dinner for 12th grade students who have accepted admission to a 4 year college or university

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

- Notice to parent regarding parent night/dinner for college admissions
- School messengers, weekly updates, flyers about college application workshops
- Invitations to attend an end of the year recognition dinner.
- Parent Information Sessions at the beginning of the semester.
- One on one Counselor/Student/Parent conference for identified students.
- Inform parents of tutorial schedule, posted on campus, on school website, School Messenger.
- Use of Edutext promoted to parents throughout the school year.

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

- Counselors to assist eligible 12th grade students to apply to 4-year IHE and FAFSA
- Counselors to keep track/evidence of 12th grade students' admissions status
- School-wide virtual college tours on video announcements during advisory
- Fall college study trip: On track 12th grade students visit one UC and one CSU/Trade School

Owner(s):

1. Counselors
2. Counselors
3. Counselors
4. Counselors
5. Counselors
6. Head Counselor
7. Counselors
8. English Teachers
9. Counselors
10. Counselors
11. Counselors
12. Head Counselor, Principal
13. Counselors, Head Counselor, Principal, CCD, Vice Principals

Timeline:

1. August and January
2. Fall Semester
3. September and November 2017
4. January
5. Counselors
6. At grade checkpoints
7. Fall Semester
8. Fall 2017
9. Fall: 12th ; Spring 11th
10. Spring 11th
11. Spring 2018
12. , Principal December 2017
13. May 2018

Describe Related Professional Learning:

To determine success, assess percent of students at the end of semester 1, semester 2 considered A-G "on track" compared to previous years

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

- Individual parent/student counseling conferences to talk about college admission requirements, application process, majors/careers, provide offerings, college living, financial aid, and tips for college successes
- Language support to EL parents and written notice in primary language

Spring college study trip: On track 11th grade students and subject borderline juniors visit one UC and one CSU/Trade School

- Provide incentive to students who have applied broadly to at least 3 or more IHE segments (Luncheon with principal)

Provide 11th and 12th grade classroom presentations/workshops on IHE admissions requirements and opportunities

Counseling assistance with SAT/ACT testing information and registration for 11th and 12th grade students

Counseling/teachers assistance/support to 12th grade students for completing UC Personal Statement

One on one counselor-student conference for identified students.

Grade level class meetings.

Khan Academy/College Board Online SAT Test Prep Program available before school, lunchtime, after school

Teachers and Teaching Fellows available during lunch and after school for additional support

College Campus visits for students who are A-G on track.

Students signed up for Credit Recovery options (I.e.- APEX, EdGenuity, Summer School, Winter session, 0 period)

Recruit staff to be chaperones for campus visit/tours

Recruit/encourage staff to chaperone for college night

Communication to staff about Duncan Credit Recovery Plan to all stakeholders.

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	16.67	20	

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

Detail the Action

Duncan will target Long Term English Learners enrolled for 5 or more years to move students to redesignation. 9th and 10th grade EL students who received an unsatisfactory grade (D or F) in English or Math will be referred for additional ACCESS support from teacher for tutorial throughout the school year. 11th and 12th graders EL students who received unsatisfactory grade (D or F) in English or Math will be referred for additional support from a designated teacher or mentor. Long Term EL students will be included in EL guest speakers' presentations and college visitations. Tutorial sessions will be provided to support Long Term English Learners in the core academic subjects before school, lunch and after school. EL students will be encouraged to participate in the SAT Prep Plan using Khan Academy to promote literacy and learning. Duncan staff and teachers will be provided an in-service training to identify strategies to help EL students' build the skills necessary for redesignation. Home School Liason's will establish frequent meetings with EL parents to offer support and guidance.

SMART Goals

By June 2018 20% of Duncan Long Term English Learners will be redesignated.

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

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

- Annual CELDT assessment baseline for proficiency growth
- Attendance data indicating tutorial and support, one-on-one meeting with EL students
- Initial English Learner Assessment
- Site-based interim common assessments analyzed and results lead to re-teaching, refinement or extension of student learning.
- Weekly grade and attendance monitoring
- Progress report and semester grade reports which will identify students who are successfully passing all classes with a letter grade of C or higher for A-G credit
- Attendance data intending tutorial sessions available to support EL students with homework
- Engagement TSA, counselors and other designated staff will review EL progress following the administration of District Interim Assessments, CELDT and teacher recommendations.
- Attendance at Fall/Spring meetings for parent involvement with EL students.
- Results of student portfolios.

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

- Student/Parent/Teacher conferences for students involved in EL support program when grade falls below a C or lack of growth with on CELDT or District Interim Assessments.
- Inform parents of tutorial schedule, posted on campus, on school website, School Messenger.
- Translated copies of tutorial schedule available in office.
- English Learner Advisory Council quarterly meetings.
- Provide parent trainings in Hmong and Spanish of designated topics such as A-G requirements, Atlas, skills to support students, CELDT information etc
- Parents of re-designated students will be advised of their students' success and given information on continued academic and proficiency growth
- Quarterly follow up on re-designated students with the core academic classes throughout the school year.
- Inform parents of tutorial schedule, posted on campus, on school website, School Messenger.
- Translated copies of tutorial schedule available in office.
- English Learner Advisory Council quarterly meetings.

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

- Student/Teacher conferences when grade falls below a C.
- One on one counselor-student conference for identified students.
- Tiered incentive based on grades of movement in DRP & CELDT

Owner(s):

- **CELDT assessment & chats:** (Counselors, PLUS Teachers, Literacy Coach, & VPs)
- **Initial Assessment, common assessments, reading results:** (Counselors, PLUS Teachers, Literacy Coach, VPs)
- **Weekly grades & Attendance:** (Teachers, Counselors & Office staff)
- **Tutorial support & homework:** (Teachers, Engagement teacher, Counselors)
- **EL Progress overall:** (Counselors, PLUS Teachers, Literacy Coach, Re-engagement teacher, Teaching Fellows & VPs)
- **Parent Conferences:** (Teachers, Counselors & VPs)

Timeline:

- Progress will be monitored after each administration of the CELDT test
- Progress will be monitored after each quarter grade
- Progress will be monitored after the interim and SBAC tests
- Parent/Teacher conferences for students involvement with resources and support provided
- Assessment in **Sept./Oct. 2016:** (VP, Counselor & Literacy Coach)
- Initial Assessment, common assessments, reading results **-On going:** (Counselors, Plus Teachers, Literacy Coach & VPS)
- Weekly Report, Progress Report & Quarterly Report- **On going:** (Teachers, Counselors & Office staff)
- Tutorial support & homework **-On going-Daily basis:** (Teachers, Engagement teacher, Counselors)
- EL Progress overall: **Quarterly Monitoring:** Teachers, Literacy Coach, Counselors & VPs
- Conferences: **On-going:** (Teachers, Counselors & VPs)

Describe Related Professional Learning:

- Ongoing and job-embedded professional learning focused on the Duncan Literacy Plan/Program, specifically how EL students are supported through this plan.
- EL literacy support training for the EL support class teacher.
- EL literacy support training for literacy PLUS teachers.
- All teachers receive professional learning on strategies to support student comprehension of grade level text.
- The California ELD Standards are written to support all proficiency levels of English learners in content classrooms. Teachers will be trained on how to utilize these standards to support the Common Core Literacy standards and build academic language.
- Continue professional learning on appropriate scaffolds and strategies to support complex text, talk, and tasks in all classrooms, such as Socratic seminar, sentence frames and sentence starters.

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

- Tutorial supports in literacy and math increase designated students chance of becoming redesignated.
- Mentorship support
- Project based learning increases students likelihood and opportunity of increasing literacy abilities.

- Students will be actively involved in using their own achievement and proficiency data to set goals for growth.
- Direct instruction in academic writing skills, reading comprehension, and academic discussion skills in all content classroom settings
- Purchase graphic novels (class set) for EL students to access to develop academic language abilities i.e. Manga books, Anime books, others
- Home language such as Hmong and Spanish novels.

Duncan Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Sch/Community Hmong	0.4375			\$	18,561.00
3	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Sch/Community Spanish	0.4375			\$	18,156.00
3	2	Sup & Conc	Parent Participation	Classified Support-Overtime				Translation Services	\$	523.00
3	2	Sup & Conc	Security	Classified Support-Supplemental				Security Services	\$	1,085.00
3	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				EL Case Manager Contract	\$	10,658.00
3	2	LCFF: EL	Attendance & Social Work Services	Local Mileage				Mileage for home visits	\$	110.00
3	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC/CELDT	\$	902.00
Total									\$	49,995.00

Action # 4

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

School Quality Review

SQI Element	Current %	Target %	Vendor
3178 - AP Exams passed	21.6	24.6	

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

Detail the Action

AP Exam Pass Rate: In an effort to improve AP exam pass rate, we will offer additional resources. Students will use Khan Academy as another resource for AP tutorial. The Khan Academy lab will be available to students before school, during lunch, and afterschool. In addition, teachers will have a minimum of 30 hours of AP tutorial available to their students.

AP Enrollment: AP Teachers will recruit students from February to May. Duncan will host an AP parent night to inform parents and students about the benefits of taking AP courses.

AP Retention: Duncan will provide outside of class experiences for AP students like study field trips, college campus visits and post-secondary facility tours, and other incentives. AP classes will be equipped with the materials and resources necessary to give students enrolled in AP the opportunity to engage and interact with course curriculum. Duncan staff will monitor AP students' grades/attendance. When students' grades fall below a "C" counselor or an AP coordinator will conference with students, parents, and teachers. Duncan will implement plan that will foster an on-going AP teacher and AP student interactions.

SMART Goals

#1: By July 2018, the percentage of AP pass rate will increase by 3% for all courses.

#2: During the 2017-18 school year, the number and percentage of students enrolled in AP courses will increase by 90 students, from 306 to 396 or from 30% to 37%.

#3: During the 2017-2018 school year, the percentage of students dropped from AP course(s) will be no more than 5% or 24 students.

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

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

Counselor will monitor grades and attendance.

Attendance at AP Parent Night

Attendance taken at outside of class learning experiences

Attendance for AP Teachers and AP Students Interactions at tutorial sessions

Owner(s):

AP Teachers/AP Coordinator/Head Counselor

AP Coordinator/Head Counselor

Counselor(s)/AP Coordinator/AP Teachers

AP Coordinator

AP Teachers/AP Coordinator

Timeline:

Counselor will conference with struggling students. Parents and teachers are included in the conference. Fall & Spring Semester (Counselors)

Whytake AP? Discuss the benefits of taking AP in high school. Spring Semester (AP Coordinator, Counselor)

Field trips, college visitations (AP Coordinator, AP Teachers)

Fall & Spring Semester (AP Coordinator, AP Teachers)

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

AP Parent Night

AP Student / Parent Guide Booklet (from College Board)

AP Course Student Contract

Senior Parent Night

Junior Parent Night

Sophomore Parent Night

Counselor/teacher conferences with parents as requested or needed.

Parent University Workshops

Describe Related Professional Learning:

College Board AP Summer Institute for new AP Teachers , new course, and/or redesigned course

District AP Professional Learning Opportunities

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

District Adopted Textbook with supplemental materials

AP Tutorial

Student/Teacher/Counselor Conference

Extensive out of class learning experiences

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

EL Tutoring for EL Students who are in advanced and AP courses

EL Training for AP teachers

Duncan Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	2	Sup & Conc	Instruction	Materials & Supplies				Incentives, supplies, recruitment expenses, student agendas, CORE novels, food for winter session, AP supplies/expenses, & food for college and trade school visits.	\$	66,029.00
4	1	Sup & Conc	Instruction	Direct Transportation (Dr)				AP study trip/charter buses, Goal 2 study trips, transportation for recruitment visits, ROTC National Drills competition, Out of town college & trade school visits	\$	47,000.00
4	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Participation minimum required	\$	1,628.00
Total									\$	114,657.00

Action # 5

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	76	81	

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

Detail the Action

Duncan will increase the number of students engaged in Goal 2 activities through offering additional activities to connect with a broader student body base. This will help students to develop interpersonal, leadership and academic skills through increased involvement in clubs, academic based competitions and service organizations. Duncan will further its commitment to extra curricular academic based opportunities through offering more classes aligned with academic based competitions and experiences including Mock Trial and Academic Decathlon. Duncan will increase Goal 2 awareness for students by posting ongoing master list of activities taking place. Duncan Arrange transportation for Duncan students who wish to participate in competitive events.

Support through development of the Duncan AFJROTC armed and unarmed drill teams through professional coaching and guidance and participation in events both locally and nationally.

Increase the amount of 9th grade students connected to school early on through recruitment visits, spring orientation nights, summer and winter bridge opportunities.

Duncan will demonstrate a more accurate reflection of Goal 2 involvement through consistent and detailed recording of Goal 2 engagement with clubs, classes, and athletic activities. Duncan CCD will do quarterly checks to assure accuracy and completion in Goal 2/Engagements.

Increase recognition of students achieving academically and in extra/co-curricular through Spring recognition dinners, monthly SUFE luncheons and by allowing students to wear special sashes at graduation based upon program or pathway.

Provide professional learning opportunities to improve school culture climate systems and events through CADA and Link Crew conference trainings.

Explore validity, fit, and possibility of offering three seasons of CIF (California Interschlastic Federation) athletics at Duncan for the 2018/19 school year.

SMART Goals

By June 2018, 81% of Duncan students will be engaged in at least one Goal 2 activity.

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

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

- Identify and monitor students' Goal 2 involvement via FUSD Beta Tool quarterly.

Owner(s):

Goal 2 Engagements, enrollment by the Campus Culture Director

Timeline:

Quarterly checks for Goal 2 enrollment to identify "non-engaged" students.

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

Describe Related Professional Learning:

- Newsletters, School Messenger, Invitational Flyers
- Parent Registration and Informational Events
- Create Events for Family & Guardians to Showcase Pathways and Build Relationships
- Back to School Night and Open House
- Social Media Connection with Alumni

In order to enhance our activity program and reach a broader base of students for Goal 2 engagements we would like to develop training opportunities for staff. Through:

- Climate & Culture Team Training
- Campus Culture Director to attend annual CADA conference
- Provide training for academic competition coaches
- Boomerang training – Continued training for Link Crew Advisors
- Club Advisor Training Opportunities
- Explore non-traditional activities and gain training to enlarge club offerings

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

- Campus Culture, ASB Director and Sports Director(s) will actively recruit students to participate and in engage in school activities.
- Duncan will offer current and additional academic and career training competition opportunities in the following areas, but not limited too - Science Olympiad; Mock Trial; Academic Decathlon; Forensics; FRC Robotics; Skills USA; HOSA; JROTC; Destination Imagination; Academic Decathlon; Mock Trial.
- Intramural Advisory Competitions
- Weekly advisory lessons
- Exploring beginning CIF seasonal sports and developing an Athletic Program
- Summer Training of Link Crew Leaders and continued training throughout the year.

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

We will advertise events through Video Announcements, Posters, chalk, newsletters and flyers to help inform EL students of school site events and activities.

Duncan Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.1250		.125 for Academic Decathlon for Carina Chase	\$ 11,249.00
5	2	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.1250		.125 for Mock Trial for Heather Price	\$ 11,249.00
5	2	Sup & Conc	Instruction	Other Classified-Supplemental				ROTC Drill Instructor Assistant	\$ 3,374.00
5	2	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				For coaching for extra curricular. contracts for literacy team members. Contracts for winter session.	\$ 34,933.00
5	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating				ROTC Drill Instructor (Vendor)	\$ 4,000.00
								Total	\$ 64,805.00

Action # 6

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

School Quality Review

SQI Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	50	35	

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

Detail the Action

Duncan will develop an ELA9 Unit and Learning Recovery program model, the implementation of common formative assessments, the calibration of common grading practices amongst all teachers/support teachers teaching the ELA 9 content and ELA9 tutorial. Student support will be provided through ACCESS ELA teacher, and 9th Grade ELA teachers provided through lunchtime, after school, and winter session tutorial and recovery model. 9th grade ELA students, upon receiving a "D" or "F" for each planned unit in ELA will be enrolled in the Duncan ACCESS Unit Recovery tutorial lead by Student Re-engagement, JE Young Access Teachers and 9th Grade ELA classroom teacher to recover the unit and grade, via remedial Spring Board lessons which aides in support when the student does not receive a "C" or better. 9th grade ELA students who earn an average grade of "D" or "F" at the quarter or semester, will be enrolled into the ACCESS Credit By Proficiency elective class in lieu of PE, to recover the unit and credits that they are lacking, via developed SB Credit Recovery units of study in the class for which they are not demonstrating proficiency. Students enrolled in the ACCESS Credit by Proficiency Elective class will simultaneously be enrolled in 7th Period PE so they are able to maintain their PE credits. 9th grade students receiving a "D" or "F" will receive a mark of "Incomplete" at semester for the subject area (ELA) that they have not averaged at least a 'C'. Incomplete marks will be maintained until the end of the summer following the school year when the student will receive the "D" or "F" that they earned.

SMART Goals

By June 2018, Duncan will see a decrease in the amount of 9th grade students (enrolled in linked learning pathways) who receive a "D" or "F" in ELA from 50% (Semester 1 2016/17 School Year) to 35 %.

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

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

- Unit by unit completion analysis of all 9th grade students.
- Semester Course completion analysis of all students.
- Weekly attendance and grade monitoring for 9th grade students.
- Mid-session progress report mailed home.
- Attendance and grade monitoring during winter session.
- During Academy AC meetings, teachers will review and evaluate the outcome of common grading practice to make adjustments where needed.
- Teachers will continually monitor student progress and grades in order to identify and determine which students are in need of additional support.
- Grade level academy ACs, Coordinator and Admin will meet during the quarter to look at progress of individual 9th grade students and place students into appropriate support/intervention environments based upon need.
- Semester 1 & 2 grades will be analyzed to determine trends, successes, and areas for improvement.
- Weekly attendance and grade monitoring for 9th & 10th grade students done by Academy teachers.
- Mid-session progress report mailed home.
- Attendance and grade monitoring throughout quarter.
- Parents will be notified when their child is recommended for ACCESS.

Owner(s):

Owner(s)

Common Grading Practices, Creation of Recovery Units in using SB alternate lessons, Identification of Students for ACCESS Unit/Credit Recovery in Gradebook, Completion of Grade Change form (when necessary): 9th Grade ELA Teachers

Credit By Proficiency Program Facilitation, Enrollment: Student Reengagement Teacher

Grade Correction Accuracy. Counselors, 9th Grade & Head Counselor

Common grading practices, Participate in book study and discussion, Meet with Academy to monitor student progress, Determine students in need of additional support, Facilitate learning clinics:

(9th Grade ELA teachers)

Attend monthly meetings to analyze student progress and identify trends in student needs:

(9th and 10th grade ELA, Algebra and Biology teachers, College & Career Coordinator)

Monitor grades, weekly attendance, send mid-session progress reports home and parent notification:

(Counselors, Student Support Teacher)

Timeline:

Unit by unit completion analysis of all students in ELA (9th Teachers, Student Re-engagement, ACCESS)

-Fall & Spring Semester Course completion analysis of all students. (Counselors)

Weekly attendance and grade monitoring for 9th grade students. (Attendance Secretary, VP)

Mid-session progress report mailed home. (Counselors)

-Attendance and grade monitoring during winter session. (Counselors, VP, Re-Engagement Teacher)

At least monthly during Academy AC meetings, will review and evaluate the outcome of common grading practice to make adjustments where needed (9th grade teachers, Student Support Teacher)

-Grade level academy ACs & College & Career Coordinator will meet at least monthly to look at progress of individual 9th & 10th grade students recommend for Tutorial Sessions/ACCESS as needed. (9th grade teachers, College & Career Coordinator)

-Semester 1 & 2 school & academy-wide grades will be monitored. (9th grade teachers, Student Support Teacher, Counselors)

-Weekly attendance and grade monitoring for 9th & 10th grade students. (9th and 10th grade teachers, Student Support Teacher)

-Mid-session progress report mailed home. (Counselors)

-Attendance and grade monitoring during various units and winter sessions. (Student Support Teacher, Counselors)

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

- Weekly parent contact if enrolled student is absent or grade falls below a C in ACCESS Unit/Credit recovery course.
- Parent Information Sessions prior to start of school year and winter session.
- Monthly Student/Teacher conferences for students involved in credit recovery program when grade falls below a C.
- One on one Counselor/JE Young/Student/Parent conference for identified students.
- Inform parents of tutorial schedule, posted on campus, on school website, School Messenger.
- Translated copies of tutorial schedule available in office.

Describe Related Professional Learning:

- Book Study for 9th Grade Duncan ELA/Math Teachers: It's About Time.
- Book study for creating common grading policies & practices: Elements of Grading.
- Book Study on Best Practices for Co-teaching model
- Staff collaboration during accountable communities to discuss, develop and refine common grading practices.
- Criteria development for staff on how to identify appropriate students for Tutorial Support/ACCESS Tutorial, and Unit/Credit Recovery
- Criteria development for staff on how to identify appropriate students for Tutorials/ACCESS Tutorials

- Weekly parent contact if enrolled student is absent by clerical staff or teacher or if grade falls below a C in Winter Session Credit Recovery.
- Use of Edutext promoted to parents throughout the school year.
- Monthly parent conferences for students receiving a "D" or "F" in a core class.
- Direct contact to all 9th grade parents whose students fall below a "C" in any core academic or pathway class by Community School Liaisons/Counselors.
- Student/Teacher/Counselor conferences for students involved in academies when grade falls below a "C".
- Translated copies of tutorial schedule available in office, on school website, and sent home.
- Counselors/Community School Liaison's host monthly grade transcript & ATLAS trainings targeting students identified as "at risk".

- Criteria development for staff on how to engage with students while ACCESS teachers provide "co-teaching" support.
- Attend conferences directly related to Co-Teaching model with overnight stay.
- Visitations of successful co-teaching school models both in town, and out of town with overnight stay.

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

- Monthly Student/Teacher/Parent/Counselor conferences when grade falls below a C.
- Student's self- assess academic progress on a weekly basis.
- One on one counselor-student conference for identified students.
- Tiered incentive based on grade movement.
- Semester award recognition for students with good grades as well as for perfect attendance.
- Semester letter from Principal to students for being on merit/honor/high honor roll.
- Student/Teacher conferences when grade falls below a C.
- Student's self- assess academic progress on a weekly basis.
- One on one counselor-student conference for identified students.
- Tiered incentive based on grades of movement in DRP & CELDT

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

- Tutorial supports in literacy and math increase designated students chance of becoming redesignated.
- Mentorship support
- Project based learning increases students likelihood and opportunity of increasing literacy abilities.

Duncan Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Certificated tutorial contracts	\$	45,590.00
6	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology maintenance & loss	\$	6,000.00
6	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology & Library Resources	\$	10,000.00
Total									\$	61,590.00

Action # 7

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

School Quality Review

SQI Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	26	15	

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

Detail the Action

Duncan will implement a school wide Algebra Student Support Plan which will focus on several key strategies to help students in the recovery of Algebra Common Core Standards content, recovery of Algebra D and F grades, the implementation of common formative assessments, the calibration of common grading practices amongst all teachers/support teachers teaching the Algebra content and Algebra tutorial provided through FSU Teaching Fellows, and provided through lunchtime, after school, and winter session tutorial and recovery model. The Standards will be addressed through the implementation of the 5 E s (Instruction Model of Engage, Explore, Explain, Elaborate and Evaluate) to support the rigor of Common Core and the utilization of the Eight Mathematical Practices. The Practices include: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. Algebra teachers will implement common formative assessments on a weekly basis with the intent of identifying students in need of additional support and collaborating on successful teaching strategies. Following common formative assessments students will be identified based on D and F data. Teachers will align the curriculum program to Standard Based Proficiency, where students will meet mastery of specified essential learning targets. These learning targets will be aligned with interim assessment standards and will be measured through a student by student data analysis through the Big Ideas curriculum and/or Illuminate Testing Platform.

ACCESS support will be recommended for the re-teaching of performance for the purpose of recovering both the content and grade. Algebra Recovery will consist of at least 5 days of re-teaching and 1 day of re-testing in the standards for students requiring additional support. On off ACCESS weeks, the ACCESS teacher will be co-teaching with differentiated support with the Algebra teachers in their core content classes. Students enrolled in the ACCESS Credit by Proficiency Elective class will simultaneously be enrolled in 7th Period PE so they are able to maintain their PE credits. 9th grade students receiving a "D" or "F" will receive a mark of "Incomplete" at semester for the subject area (ELA) that they have not averaged at least a 'C'. Incomplete marks will be maintained until the end of the summer following the school year when the student will receive the "D" or "F" that they earned.

SMART Goals

By June 2018, Duncan will see a decrease in the amount of 9th grade students enrolled in linked learning pathways who receive a "D" or "F" in Algebra from 8% to 5% (Semester 1 2016/17 School Year) and from 26% (Semester 2 2016/17 School Year) to 15% in the 2017-2018 school year.

By June 2018, Duncan will see an increase of a minimum of 10% students meeting or exceeding mastery on both interims to reach a goal of 30% of the students. (Interim I 15.9%, Interim II 21% - 2016-2017)

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

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

Progress will be monitored after each administration of common formative assessments for all Algebra students. Algebra AC will analyze common assessment data during weekly AC meetings to identify student needs, plan instruction and interventions, including identifying students for ACCESS Recovery.

Students who score a D or F in each ACCESS cycle will have a reflection meeting with Re-Engagement teacher, 9th grade counselor, ACCESS teacher and/or Algebra teacher to develop accountability.

Progress will be monitored after quarterly and semester grades to identify students in need of deeper levels of intervention and possible Unit Recovery make adjustments where needed.

Grade level academy ACs, Coordinator and Admin will meet during the quarter to look at progress of individual 9th grade students and place students into appropriate Unit Recovery based upon need.

Semester 1 & 2 grades will be analyzed to determine trends, successes, and areas for improvement.

Weekly attendance and grade monitoring for 9th grade students done by Academy teachers.

Mid-session progress report mailed home.

Parents will be notified when their child is recommended for ACCESS.

Owner(s):

Development of ongoing lessons meeting the 8 mathematical practices: *Algebra/ACCESS Teacher*

Development of common formative assessments: *Algebra/ACCESS teachers*

Unit Recovery following each common formative assessment to differentiate support based upon identified need: *Algebra/ACCESS teachers*

Common grading practices, Meet with Academy to monitor student progress, Determine students in need of additional support, Facilitate algebra tutorials:

(9th grade Algebra)

Attend monthly meetings to analyze student progress and identify trends in student needs:

(9th grade Algebra)

Monitor grades, weekly attendance, send mid-session progress reports home and parent notification:

(Counselors, Student Support Teachers)

Timeline:

Students placed in Unit Recovery as needed following each common formative assessment ongoing throughout school year (*Algebra Teachers, ACCESS Teacher*)

Results & progress monitored following each formative assessment (*Algebra Teachers, ACCESS Teacher*)

Quarterly & Semester Grade Review for Unit Recovery (*Algebra Teachers, ACCESS Teacher*)

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

- Parent Information Sessions at the beginning of the semester.
- One on one Counselor/Student/Parent conference for identified students.
- Inform parents of tutorial schedule, posted on campus, on school website, School Messenger.
- Use of Edutext promoted to parents throughout the school year.
- Monthly parent conferences for students receiving a "D" or "F" in a core class.
- Direct contact to all 9th grade parents whose students fall below a "C" in any core academic or pathway class by Community School Liaisons/Counselors.
- Student/Teacher/Counselor conferences for students involved in academies when grade falls below a "C"
- Translated copies of tutorial schedule available in office, on school website, and sent home.
- Counselors/Community School Liaison's host monthly grade transcript & ATLAS trainings targeting students identified as "at risk". Counselors will also provide grade transcripts at these meetings.

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

- Student/Teacher conferences for students involved in Unit recovery program when grade falls below a C.
- One on one counselor-student conference for identified students.

Describe Related Professional Learning:

- Teachers to receive monthly professional learning by participating in Algebra iPL.
- Algebra/ACCESS teachers to receive professional learning focusing on effective use of Co-teaching and Recovery model
- Ongoing time/training on creating and reviewing common formative assessments and calibration of grading practices
- Book study and discussion among Accountable Communities related to grading practices
- Staff collaboration during Accountable Communities.
- Criteria development for staff on how to identify appropriate students for tutorials
- Criteria development for staff on how to engage with students while ACCESS teachers provide "co-teaching support.
- Attend conferences directly related to Co-Teaching model with overnight stay.
- Visitations of successful co-teaching school models both in town, and out of town with overnight stay.

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

- Tutorial supports in literacy and math increase designated students chance of becoming redesignated.
- Mentorship support

- Teachers and Teaching Fellows assist during class to provide support, as well as offering time during lunch and after school for additional support.
- Students signed up for Summer School if Subject Borderline A-G on track.
- Student/Teacher conferences when grade falls below a C.
- Student's self- assess academic progress on a weekly basis.
- One on one counselor-student conference for identified students.
- Semester award recognition for students with good grades as well as for perfect attendance.
- Quarterly letter from Principal to students for being on merit/honor/high honor roll.
- Project based learning increases students likelihood and opportunity of increasing literacy abilities.

Duncan Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	California Teaching Fellows (2 at 5 hours a day)	\$ 30,000.00
								Total	\$ 30,000.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0130 Duncan Polytechnical (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Sub release dates for PL	19,291.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Research study materials Turnitin.com	6,029.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Subs for professional learning Subs for AP study trips CELDT Assessors	4,764.00
1	1	Sup & Conc	Instruction	Travel			Conference cost and related expenses	21,500.00
3	2	Sup & Conc	Parent Participation	Cls Sup-Ovr			Translation Services	523.00
3	2	Sup & Conc	Security	Cls Sup-Sup			Security Services	1,085.00
3	1	LCFF: EL	Instruction	Teacher-Supp			EL Case Manager Contract	10,658.00
3	1	LCFF: EL	Instruction	Direct-Other			: ELPAC/CELDT	902.00
3	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Hmong	0.438		18,561.00
3	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.438		18,156.00
3	2	LCFF: EL	Attendance & Social Work Service	Local Mileag			: Mileage for home visits	110.00
4	1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation minimum required	1,628.00
4	2	Sup & Conc	Instruction	Mat & Supp			Incentives, supplies, recruitment expenses, student agendas, CORE novels, food for winter session, AP supplies/expenses, & food for college and trade school visits.	66,029.00
4	1	Sup & Conc	Instruction	Direct Trans			AP study trip/charter buses, Goal 2 study trips, transportation for recruitment visits, ROTC National Drills competition, Out of town college & trade school visits	47,000.00
5	2	Title 1 Basic	Instruction	Teacher-Supp			For coaching for extra curricular. contracts for literacy team members. Contracts for winter session.	34,933.00
5	2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.125	.125 for Academic Decathlon for Carina Chase	11,249.00
5	2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.125	.125 for Mock Trial for Heather Price	11,249.00
5	2	Sup & Conc	Instruction	Oth Cls-Supp			ROTC Drill Instructor Assistant	3,374.00
5	2	Sup & Conc	Instruction	Cons Svc/Oth			ROTC Drill Instructor (Vendor)	4,000.00
6	1	Title 1 Basic	Instruction	Nc-Equipment			Technology maintenance & loss	6,000.00
6	1	Sup & Conc	Instruction	Teacher-Supp			Certificated tutorial contracts	45,590.00
6	1	Sup & Conc	Instruction	Nc-Equipment			Technology & Library Resources	10,000.00
7	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows (2 at 5 hours a day)	30,000.00

\$372,631.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$67,881.00
Sup & Conc	7090	\$256,363.00
LCFF: EL	7091	\$48,387.00
Grand Total		\$372,631.00

Domain Totals	Budget Totals
Academic	\$203,362.00
SEL / Culture & Climate	\$169,269.00
Grand Total	\$372,631.00