

**Duncan Polytechnical High**

106216610302951

Principal's Name: Jeremy Ward

Principal's Signature: 

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

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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**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal – Jeremy Ward</b>	<b>X</b>				
2. <b>Chairperson- Eduardo Casarubias</b>					<b>X</b>
3. <b>Carina Fulvio</b>		<b>X</b>			
4. <b>Bouakham Sriri-Perez</b>		<b>X</b>			
5. <b>Jason Patterson</b>		<b>X</b>			
6. <b>Nam Duong</b>		<b>X</b>			
7. <b>Francene DeLeon</b>			<b>X</b>		
8. <b>Emylee Her</b>					<b>X</b>
9. <b>Leslie Rivera</b>					<b>X</b>
10. <b>Aura Convers</b>				<b>X</b>	
11. <b>Esmerelda Salcedo</b>				<b>X</b>	
12.					
13.					
14.					
15.					

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

**Required Signatures**

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		3/15/18
SSC Chairperson	Eduardo Casarubias		3/15/18

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

Duncan - 0130

**ON-SITE ALLOCATION**

3010	Title I	\$68,655 *
7090	LCFF Supplemental & Concentration	\$283,437
7091	LCFF for English Learners	\$42,672
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$394,764</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,990
Remaining Title I funds are at the discretion of the School Site Council	\$66,665
Total Title I Allocation	\$68,655

## Duncan Polytech 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	87.973	94.973
Enrollment in AP/IB	22.016	29.016
Completing AP/IB Courses with Credits Earned (HS)	21.037	28.037
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	57.604	64.604
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	12.5	19.5

#### 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)**

Key factors include:

1. Complications and issued with technology
2. Student testing anxiety
3. Teachers working in reading stamina
4. Teachers modeling questions that mirror the SBAC
5. Teachers incorporating questions that require high level thinking into their lessons
6. Timed Writes incorporated into the English classes

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

Key factors include:

1. Lack of stability for our math teachers (open positions)

**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)**

We have not identified key factors that contributed to disproportionality in subgroups. With only 57.6% of students scoring meeting or exceeding standards last year in English all subgroups have room to grow.

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

We have not identified key factors that contributed to disproportionality in subgroups. With only 12.5% of students scoring meeting or exceeding standards last year in mathematics, all subgroups have room to grow.

##### **Enrollment in AP/IB**

All Subgroups were proportionally representative.

##### **Completing AP/IB Courses with Credits Earned (HS)**

All Subgroups were proportionally representative.

##### **A-G Courses Offered**

No key factors that would explain disproportionality.

2. Students lacking skills contributing to their motivation to perform in math
3. Culture that does value math skills and the importance of math
4. Personality conflicts between math teaching staff and students
5. Lack of vertical articulation between the math classes

The Duncan Math Community of Practice attributed the above factors that contributed to the performance outcomes.

#### **Enrollment in AP/IB**

Key factors include:

- Duncan added AP Human Geography and AP Physics I
- Some students schedules made it difficult for students to enroll AP classes
- AP Environmental Science was not offered
- AP culture continues to build
- Duncan provided incentives for students
- Duncan provided outside of class learning experiences for AP students
- Duncan hosted for AP Parent Night

#### **Completing AP/IB Courses with Credits Earned (HS)**

Key factors include:

- Tutoring by teachers and Khan Academy for students before school, during lunch, and afterschool.
- Duncan continues to have additional AP tutorial hours.
- Duncan implemented on-going AP teacher and AP student interactions.
- Duncan provided incentives for students who take AP course(s).
- Duncan provided outside of class learning experiences for AP students like AP study trips.
- AP teachers received professional development opportunities.
- Duncan staff monitored AP students' grades/attendance and enrollment. When students' grades fell below a "C", counselor and/or AP coordinator conferenced with students/parents/and teachers

#### **A-G Courses Offered**

##### 1. A-G Course Offerings?

- 2017-2018 additions:??Hmong Native Speaker 2, Guitar, Piano, AP Physics, Physics and Human Body,?Ag?II/Pre=Calculus, Geometry Accelerated, AP Human?Geography?
- 7th?period schedule for all students?

##### 1. A-G Completion?

- Traditional classes?
- APEX online classes?
- Extended Learning Summer School?
- Winter Algebra I Session (in-house)?
- ACCESS Intervention?
- Night School (Fall, Winter, Spring Sessions)?
- Before/After School Tutorial?



**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:

Achievement data analysis was reviewed by SSC at points in the school year, both an initial review when the SSC began to meet and another review of data as the SPSA began to be developed and was presented to SSC.

**2** ELAC:

Achievement data analysis was reviewed by ELAC at points in the school year, both an initial review when the ELAC began to meet and another review of data as the SPSA began to be developed and was presented to SSC.

**3** Staff:

Duncan staff members are organized into "Communities of Practice" focused on the action plans of the SPSA. These communities review key data pertaining to the action plan, review how plan was implemented, and provide suggestions, guidance and feedback to the community facilitators. These communities continue to provide feedback in the creation of the new action plan each spring. Once created, the action plans of each group is presented to staff members for broader staff community for input and feedback before being taken to the SSC and ELAC.

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

## Action 1

**Title:** Math Achievement Plan

### Action Details:

There is a need to apply continual focus on the delivery of first instruction and learning and student achievement in mathematics. This is evident in current math achievement results on the annual CAASPP assessment. This will be achieved through meaningful collaboration between teachers around both common lessons and results of common formative assessments, improved vertical articulation amongst math teachers to fully address the rigor of each standard at grade level and the development of a comprehensive system for students who require additional time for learning.

**Math Achievement Sub action #1: Further development of comprehensive support system in mathematics.**

Duncan will continue to provide Access support in mathematics, specifically for students in Algebra and Geometry, for those struggling with essential mathematical skills and fluency. Access support will focus on developing grade level skills needed to be successful within each discipline, providing support and accountability to students. Additional PE courses will be offered to provide students with the opportunities of attending PE before and after school so that Access support can be provided during the school day. Students struggling in Algebra 1 and Geometry will receive small group support and instruction both preemptively (before new instruction) and after common assessments identify skills gaps and deficiencies.

Duncan will utilize California Teaching Fellows to make available supports for students, both one on one in small group instruction, before, during and after school for all grade levels of instruction. Tutors will be available to work closely with Duncan Math teachers to provide intentional and prescriptive supports for struggling students.

**Math Achievement Sub action #2: Collaboration with focus on common student work and vertical articulation to improve student outcomes.**

Duncan Math Teachers will continue to work closely with their subject-alike counterparts in the development of instruction and common assessments, and in identifying plans and actions to support struggling students. Duncan Math teachers will also be provided with occasional pull-out/planning days to work as a vertical team to identify the key skills and essential standards to be addressed at each grade level. Duncan will seek to provide connection between math instruction and other linked learning classes, specifically for the topic of medical math. Duncan will explore ways to provide other thematic mathematics courses for the future that connect math learning with the themes and pathways of the school program.

**Math Achievement Sub action #3: Provide meaning professional learning opportunities for Duncan Math Teachers.**

Duncan Math Teachers will be provided with professional learning opportunities in growth areas that they identify within their own professional learning communities and as a math department. Duncan Math Teachers will also be provided with professional learning opportunities through conference attendance in the areas of mathematics mindsets, unpacking and dissection of standards and the continual growth of their own professional learning communities.

**Math Achievement Sub action #4: Support mathematics achievement through thematic math courses and cross-curricular mathematics teaching.**

Duncan will offer A-G aligned Medical Math course for students enrolled in the MASH academy during the 2018/19 school year while exploring other thematic mathematics courses to align with pathway, linked learning at Duncan. Math concepts and procedures, mainly algebraic in nature, will be reinforced in other courses at Duncan, including Sciences (Physics, Chemistry) as well as CTE pathway courses. These courses, along with all math classes at Duncan, will be provided with the necessary materials and equipment to promote conceptual understanding in mathematics.

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

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

Progress will be monitored, benchmark assessment data reviewed after each administration of common formative assessments for all math students and interim assessments.  
Math AC/PLCs will analyze common assessment data during weekly AC/PLC meetings to identify student needs, plan instruction and interventions, including identifying students for ACCESS Recovery or preemptive support for Algebra and Geometry students.  
Progress will be monitored after quarterly and semester grades to identify students in need of deeper levels of intervention, before or after tutorial support and possible Unit Recovery and adjustments where needed.  
Semester 1 & 2 grades will be analyzed to determine trends, successes, and areas for improvement.  
Mid-session progress report mailed home.  
Parents will be notified when their child is recommended for ACCESS support in Algebra and Geometry.

Owner(s):

Development of ongoing lessons meeting the 8 mathematical practices: All Math Teachers  
Development of common formative assessments: All Math Teachers  
Unit Recovery or pre-emptive support following each common formative assessment to differentiate support based upon identified need: Algebra & Geometry/ACCESS teachers.  
Determine students in need of additional support, Facilitate tutorials: All Math Teachers  
Attend weekly PLC/AC meetings to analyze student progress and identify trends in student needs: All Math Teachers  
Progress reports home and parent notification: Counselors, Reengagement teacher, ACCESS teacher, Math teachers

Timeline:

Students placed in Unit Recovery or Preemptive Support as needed following each common formative assessment ongoing throughout school year (Algebra Teachers, Geometry Teachers, ACCESS Teachers, Reengagement Teacher)  
Results & progress monitored following each formative assessment (All Math/ACCESS teachers)  
Quarterly & Semester Grade Review for Unit Recovery (All Math Teachers, ACCESS Teachers)

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

Student/Teacher conferences for students involved in Unit recovery program or preemptive support when grade falls below a C or as identified on common formative assessments.  
One on one counselor-student conference for identified students. ACCESS mathematics intervention support for students identified in need.

Specify enhanced services for EL students:

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

Explain the 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.

Describe Professional Learning related to this action:

Algebra Teachers to receive professional learning by participating in Algebra iPL.  
Ongoing time/training on creating and reviewing common formative assessments and calibration of grading practices.  
Book study and discussion among ACs/PLCs related to grading practices.

Parent conferences for students receiving a "D" or "F" in math class.  
Student/Teacher/Counselor conferences for students involved in academies that are struggling academically, or for when grade falls below a "C".  
Translated copies of tutorial schedule available in office, on school website, and sent home.

Staff collaboration during AC/PLC.  
Criteria development by math teachers 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 mathematics instruction, mathematics mindset, unpacking and detailing out standards.

## Action 2

**Title:** Literacy Achievement Plan

### Action Details:

There is a need to focus on providing effective literacy instruction across the curriculum, including the delivery of effective first instruction in all content areas with strategies that focus on the development of reading comprehension and writing proficiency. Increasing literacy instruction will be accomplished through the development and implementation of a school wide Literacy Plan that focuses on literacy across all content areas. The anchor reading standards will be addressed through the implementation of common reading strategies that focus on creating context, forming analysis, 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 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) Professional Learning on the focus writing standards for the upcoming quarter and on reading strategies 3) Time to plan common writing assignment and the implementations of reading strategies for the upcoming quarter.

#### Literacy Sub Action Plan #1 The literacy leads will develop a literacy plan.

Literacy leads will draft a school wide literacy plan that addresses anchor reading and writing standards. The Literacy Plan will be presented to the ILT team for addition recommendations and feedback.

#### Literacy Sub Action Plan #2 The literacy leads will develop professional learning around the Literacy Plan.

The literacy leads will develop a professional learning calendar to train the staff on the new literacy plan and the strategies to support the reading and writing anchor standards. Professional learning will include on-site and off-site training for staff, including conferences for strategies that promote reading and writing comprehension, the use of technology in promoting literacy, and the role of the library and librarian in developing school wide literacy.

#### Literacy Sub Action Plan #3

The literacy leads will identify resources needed for the implementation of the the school wide literacy plan. Resources may include profession reading material, student reading materials and student conferences.

<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

Progress will be monitored through benchmark data review after each administration. All AC/PLCs will analyze common assessment data during their weekly AC/PLC meeting to identify students needs, plan instruction and interventions.

AC will share their implementations of the literacy strategies during department pull out days.

#### Owner(s):

All ACs/PLCs  
All departments

#### Timeline:

Ongoing

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

All students will receive instruction on how to effectively use the reading and writing strategies in all content areas.

#### Specify enhanced services for EL students:

Tutorial supports in literacy to increase the number of students being re-designated.

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

The school will provide parent trainings on how to support their students in reading and writing. The same strategies implemented in the classroom will be shared with the parents.

Describe Professional Learning related to this action:

Staff will be trained on the school wide Literacy Plan.  
Staff will be trained in the implementation of the reading and writing strategies.

### Action 3

**Title:** AP Enrollment Plan

Action Details:

Duncan will provide incentives for students who take AP course(s) including promotional attire and experiential learning through field and study trips. Duncan will host an AP parent night to inform parents and students about the benefits and expectations of participating in the AP program. Teachers will recruit AP students, AP Coordinator/Counselors will use AP potential list, and students will give the opportunity to self-select their chosen AP course during AP recruitment. Duncan will provide outside of class learning experiences for AP students including AP study trips. Duncan will work towards adding AP sections where there is demand and interest or when it aligns to overall purpose of the school program so all students have the opportunities to be in an AP class.

<b>Reasoning for using this action:</b>	<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

- Duncan will host a AP Parent night
- Duncan will provide incentives for students AP Coordinator
- Duncan will provide outside of class learning experiences for AP Students
- Duncan will add additional AP sections where needed
- AP teachers will visit classes to recruit students for the following school year

Owner(s):

- AP Coordinator / HC
- AP Coordinator / HC
- AP Coordinator/AP teachers
- AP Coordinator / HC
- AP Coordinator / HC

Timeline:

May  
August – June  
August – June  
May  
Spring Semester

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

1. Inform prospective students about AP night through flyer, daily announcement, personal phone calls, and school messenger
2. Teachers will provide outside of class learning experiences
3. Additional AP sections are requested in June – August where is needed
4. Teachers in-house recruitment
5. AP potential list
6. Student self-select

Specify enhanced services for EL students:

1. Individual/teacher/parent conferences with interpreter
2. Provide additional tutorial as needed by AP teachers
3. Monitor students in class
4. Social and emotional counseling referral

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

1. Student/AP Teacher/Parent Conferences
2. School Messenger

Describe Professional Learning related to this action:

AP Summer Institutes

- 3. Parent University
- 4. Edu Text
- 5. Parent ATLAS Portal
- 6. Flyers – AP Tutorial Schedule

Ongoing AP AC/PLC Meetings

## Action 4

**Title:** Increasing AP Completion with Credits Earned

### Action Details:

Tutoring, along with Khan Academy, will be available for students before school, during lunch, and after school. Duncan will continue to receive additional AP tutorial hours. Duncan will implement of an on-going AP teacher and AP student interactions. Duncan will provide incentives for students who take AP course(s). AP teachers will receive professional development opportunities. Duncan staff will monitor AP students' grades/attendance and enrollment. When students' grades fall below a "C", counselor or AP coordinator will conference with students/parents/and teachers.

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

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

- Tutoring before, during lunch, and after school
- Khan Academy hours
- AP tutorial with AP teachers hours
- On-going AP and AP student interactions
- Duncan will provide incentives for students
- Duncan will provide outside of class learning experiences for AP Students
- AP teachers will receive professional development opportunities
- Monitoring AP students' grades/attendance

#### Owner(s):

- AP Coordinator / HC
- AP Coordinator
- AP Coordinator / HC
- AP Coordinator
- AP Coordinator
- AP Coordinator/AP District Coordinator

#### Timeline:

- August – June
- August – June
- August – June
- August – June
- August – June
- June – July

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

- AP Tutorial Schedules are given to students at the beginning of each semester and posted in classrooms
- Student/Teacher/parent conferences for at-risk students
- Incentives for AP students
- Provide counseling to students when their grades fall below a "C"

#### Specify enhanced services for EL students:

1. Individual/teacher/parent conferences with interpreter
2. Provide additional tutorial as needed by AP teachers
3. Monitor students in class
4. Social and emotional counseling referral

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

1. Student/AP Teacher/Parent Conferences
2. School Messenger
3. Parent University
4. Edu Text
5. Parent ATLAS Portal
6. Flyers – AP Tutorial Schedule

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

1. Provide ongoing support and training through regular AP PLC meetings at the school site
2. Provide annual AP conference opportunities for AP teachers

## Action 5

**Title:** A-G Attainment Plan

### Action Details:

Duncan will develop a plan to support 9th- 12th grade students meet their A-G requirements. There are two components to support the outcome of this goal. First, Duncan will focus on increasing the number of A-G course offerings at Duncan so that all students have the opportunities to enroll in as many a-g courses as possible. Secondly, Duncan will utilize all available credit recovery support systems to help student pass a-g courses that will result in an increased a-g completion. With both of these components working together, Duncan is in the best position to achieve our a-g attainment goals.

**A-G Attainment Sub Action #1:** Increase A-G course offerings at Duncan. Duncan will continue to create a master schedule that will enable all students to take as many a-g courses as possible during their regular day schedule. In addition to the current one hundred and three approved a-g courses at Duncan, there will be additional a-g courses offering for 2018-2019 in the areas of link learning/pathway, Language other than English (LOTE), math, science, and elective. The new courses will be Medical Hmong, Medical Math, Medical Spanish, Heavy Truck, Digital Sound Recording, and AP Environmental Science (Blended Learning Model). As Duncan's link learning/CTE program expands, Duncan will look for opportunities to expand a-g course offerings for students.

**A-G Attainment Sub Action #2:** Increase A-G completion at Duncan. In order to increase A-G completion, Duncan will continue to offer credit recovery options, such as APEX online, Fresno Adult Night School, and Extended Learning Summer School Program to students. All students needing credit recovery will be enrolled both during the school day and outside of the school day resulting in an increase in A-G completion. Duncan will have college/university/trade school field trips for 10th and 11th grade students to expand their knowledge and awareness of post-secondary/IHE choices (Institutions of Higher Education). In addition, Duncan will also provide opportunities for parents to increase their awareness of post-secondary options for their students by taking them to visit colleges/universities/trade schools. These will take place throughout the school year, depending on schedule availability and resources. Duncan will provide students who pass all a-g courses at semester or at the end of school year incentives to recognize them for their achievement. Duncan will monitor a-g completion and post-secondary applications to see impact.

Duncan staff will work closely with students to give them multiple opportunities to complete their a-g courses during the school year. Counselors will provide support during Individual conferences, parent-teacher conferences, academy team conferences, 9th-12th grades/graduation status letters to parents, classroom presentations on graduation/a-g requirements. Students will be referred to attend Duncan's Before/After School Tutoring Program as well as meet with their subject area teachers for academic support. All students will have access to Khan Academy for SAT Prep as well as receive subject content tutorial support. Duncan will continue to support 9th grade students through its winter session as well as the ACCESS program to increase students' chances of completing a-g courses.

<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

1. Review of Master schedule for course placements
2. Review Doorways course lists for a-g course accuracies
3. Regular progress check for APEX online courses
4. Transcript analysis for Night School courses/completion
5. Enrollment and attendance review of credit recovery programs
6. Quarter grades letter mailed home.
7. Semester grades mailed home
8. Summer School enrollment and parent contacts
9. Semester transcript analysis of all students
10. Home School Liaison contact parents regarding student progress
11. Identify and monitor students' A-G eligibility and deficiencies via FUSD Beta Tool.

#### Owner(s):

1. Head Counselor/Counselors
2. Head Counselors/Counselors
3. Head Counselor/Counselors & APEX teacher
4. Head Counselor/Counselors & Registrar
5. Head Counselor/Counselors
6. Head Counselor/Counselors/VP
7. Head Counselor/Counselors
8. Head Counselor/Counselors/ Home School Liaison
9. Head Counselor/Counselors/Registrar
10. Head Counselor/Counselors/Home School Liaison
11. Head Counselor/Counselors

#### Timeline:

1. August & January
2. Ongoing
3. Ongoing
4. Fall, Winter, and Spring sessions
5. Ongoing
6. Quarterly
7. January & June
8. Spring Semester
9. Fall & Spring semesters
10. Ongoing
11. Fall & Spring semesters

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

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1. Counselor review transcript and a-g status with students
2. Student/Teacher/parent conferences for at-risk students
3. One on one counselor-student conference for identified students.
4. Grade level class meetings/ classroom presentation on graduation/a-g
5. Refer students to teachers and teaching fellows for during lunch, before/after school tutoring
6. Provide counseling to students regarding benefits of a-g
7. Enroll students for credit recovery options (i.e.- APEX, EdGenuity, Summer School, Night School sessions).

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

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1. Inform parents of tutorial schedule, posted on campus, on school website, School Messenger.
2. Translated copies of tutorial schedule available in office.
3. Use of Edutext and school messenger to keep parent informed about student progress throughout the school year.
4. Promote use of ATLAS parent portal
5. Parent-teacher conferences with language support
6. Home school Liaison contact parents in primary language (when available)
7. Promote parent participation with Parent University for workshops
8. Promote parents to support students' learning at home

**Specify enhanced services for EL students:**

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1. Individual parent/student counseling conferences
2. Language/interpreter support (as needed)
3. Translated written communication (as needed)
4. Regular check-in with student (as available)
5. Referral for social/emotional support (as needed)

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

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1. Counselors attends Counselor trainings for updates on post-secondary a-g requirements
2. Counselors meet with credit recovery teachers to review data, identification of students, protocols, etc. for proper course placements.
3. Communication to staff and parents about Duncan Credit Recovery options and enrollment timeline.
4. Share updated a-g list from Doorways with staff
5. Review and compare student data to assist with decision making of student needs.

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for certificated tutorials, student support.	23,942.00
G1A1	Title 1 Basic	Instruction	Travel			: Solution Tree, School Safety, CATE, CUE and Math conference attendance.	5,987.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Extra period for PE.	12,153.00
G1A1	Sup & Conc	Instruction	Travel			Solution Tree, School Safety, CATE, CUE and Math conference attendance.	49,601.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for common planning, collaboration and development of professional learning communities.	24,599.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Funds for turnitin.com and staff book study. (No incentives or food)	5,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Student technological classroom supplies and resources.	7,137.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for conference attendance, field and study trips, AP field and study trips, professional learning community collaboration.	23,427.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for student incentives, awards, classroom resources, AP classroom resources and AP expenses, Winter Session food, college and trade school visits.	70,628.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Classroom technological resources and supplies.	30,000.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for EL case management.	5,660.00
G1A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.4375	Spanish School Community Liason.	19,261.00
G1A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Sch/Community Hmong	0.4375	Hmong School Community Liason.	17,041.00
G1A3	Sup & Conc	Instruction	Direct Trans			Funds for transportation for AP field and study trips.	33,500.00
G1A5	Title 1 Basic	Parent Participation	Mat & Supp			Funds for parent meetings, community training opportunities, home mailings, to promote parent participation. (No incentives or food)	1,990.00
G1A5	Sup & Conc	Parent Participation	Cls Sup-Ovr			Classified support	521.00
G1A5	LCFF: EL	Instruction	Direct-Other			ELPAC assessment funds.	600.00
G1A5	LCFF: EL	Attendance & Social Work Services	Local Mileag			Gas mileage for SCL to make home visits.	110.00

**\$331,157.00**



## 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	75.25	82.25

#### 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.

#### Goal 2 Participation Rate

Activities announcements are not being seen by all students on a daily basis. On occasion, the announcements are not being shown to classes. Overall communication of activities is not being effective. Club advisors/class sponsors/athletic coaches need training on updating student participation data into Atlas. The campus Culture director must monitor all data entry into Atlas.

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

#### Goal 2 Participation Rate

Inadequate data collection of student participation has resulted in inaccurate disaggregate information concerning subgroups.

**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:

Achievement data analysis of Goal 2 initiatives were reviewed by SSC at points in the school year, both an initial review when the SSC began to meet and another review of data as the SPSA began to be developed and was presented to SSC.

**2** ELAC:

Achievement data analysis of Goal 2 initiatives were reviewed by ELAC at points in the school year, both an initial review when the ELAC began to meet and another review of data as the SPSA began to be developed and was presented to SSC.

**3** Staff:

Club advisors, class sponsors, and athletic coaches should meet frequently to discuss entering student participation data into Atlas. A club day BBQ should be held at the end of each semester. 5 Star student information system to be utilized for data collection and uploading into Atlas. A master calendar of events needs to be utilized by all staff to coordinate all activities. More social media promotion as well as more posters and ensuring the announcements are shown on a timely basis.

## Action 1

**Title:** Goal 2 Plan

[Action Details:](#)

Duncan's current student engagement stands at 75.25% and our target is 85.25%. Duncan will increase the amount of students engaged in a Goal 2 through offering additional activities to connect with a broader student body base while developing interpersonal, leadership and academic skills through increased involvement in clubs, academic/professional competitions and service organizations. Duncan will further commit to academic and professional learning opportunities through offering more classes aligned with academic/professional competitions and experiences including Mock Trial, Skills USA and Academic Decathlon. Duncan will increase Goal 2 student awareness by promoting a master list of activities taking place on and off campus through daily video announcements and poster campaigns. The Duncan Poly Vice Principal will arrange transportation for Duncan students to participate in competition days off campus. 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. Duncan will increase the amount of 9th grade students connected to school early on through recruitment visits, spring orientation nights, and summer and winter bridge opportunities.

Duncan will host occasional "play days" where an extended lunch will provide students opportunities to interact with each other and Duncan staff members in a unique way to help promote and build culture while promoting positive climate.

The 5 Star Students information system has been purchased and will be utilized to collect student participation in all Goal 2 activities. This information system has a built in points system in which students can earn points for attending or participating in varied activities and events on campus. Points can be redeemed for various prizes including items such as Duncan swag bags or dance tickets. The 5 Star Students information system will provide an accurate reflection of student involvement in all activities on campus. Duncan CCD will do quarterly checks to assure accuracy and completion of recording Goal 2 student participation in the Atlas student information system. The Duncan administration will 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. During the 2017-2018 school year, the administration at Duncan developed an athletic league with three other specialty schools in Fresno. Students from the following four schools, Duncan High School, University High School, Patino High School, and Design Science High School competed in basketball, dodgeball, volleyball, indoor climbing, and indoor soccer.

SMART goal: By June 2019, 85.25% of all Duncan students will participate in at least one Goal 2 activity throughout the year.

<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**

Identify and monitor students' Goal 2 involvement by incorporating the 5 Star Student information system and ensuring accurate student participation data is entered into Atlas, FUSD's student information system.

**Owner(s):**

Goal 2 engagements to be monitored by the Campus Culture Director

**Timeline:**

Quarterly checks will be conducted to identify "non-engaged" students.

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

- Campus Culture, ASP Director and Athletic Director will actively recruit students to participate and in engage in school activities.
- Duncan will offer current and additional academic and professional competition opportunities in the following areas, but not limited too - Academic Decathlon; FIRST Robotics; Skills USA; HOSA; JROTC; Destination Imagination; History Day.
- Intermural Advisory Competitions
- Continuing development of CIF seasonal sports and expanding our current Athletic Program
- Summer Training of Link Crew Leaders and continued training throughout the year.

**Specify enhanced services for EL students:**

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

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

- Newsletters, School Messenger, Invitational Flyers
- Parent registration and informational events
- Create events for Family and Guardians to showcase Pathways and build relationships
- Back to School Night and Open House
- Social media connection with DPHS alumni

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

To enhance our Activity program and reach a broader base of students for goal 2 engagement's we would like to develop training opportunities for staff to further engage more students in Campus activities.

- Advisory Lessons (Link Crew)
- Safe and Civil Schools Training
- Climate & Culture Team
- 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

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Extra period for music class.	12,153.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Extra period for Academic Decathlon class.	12,153.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental coaching contracts for academics, goal 2 contracts and winter session contracts.	29,929.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Drill Team Dynamics (25050) : Independent contractors to support goal 2, JROTC, activities.	6,572.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Sheyla Castillo : Independent contract to support goal 2, JROTC, activities Invoice #00000501697	2,800.00

**\$63,607.00**

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

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Linked Learning Enrollment	97.133	100
CTE Enrollment	100	100

Needs Assessment

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

<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>Linked Learning Enrollment</b></p> <p><b>CTE Enrollment</b></p>	<p><b>Linked Learning Enrollment</b></p> <p><b>CTE Enrollment</b></p>

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

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
<p>Achievement data analysis of ELA and mathematics was reviewed by SSC at points in the school year, both an initial review when the SSC began to meet and another review of data as the SPSA began to be developed and was presented to SSC.</p>	<p>Achievement data analysis of ELA and mathematics was reviewed by ELAC at points in the school year, both an initial review when the ELAC began to meet and another review of data as the SPSA began to be developed and was presented to SSC.</p>	<p>Duncan staff members are organized into "Communities of Practice" focused on the action plans of the SPSA. These communities review key data pertaining to the action plan, review how plan was implemented, and provide suggestions, guidance and feedback to the community facilitators. These communities continue to provide feedback in the creation of the new action plan each spring. Once created, the action plans of each group is presented to staff members for broader staff community for input and feedback before being taken to the SSC and ELAC.</p>

**Action 1**

**Title:** Work Based Learning Development Plan

[Action Details:](#)

Quality WBL activities such as internships, guest speakers, projects, job shadows, and study trips, can improve student learning by connecting classroom instruction to authentic workplace issues and skills, and also make classwork and projects more relevant and engaging to students. WBL opportunities are regularly embedded into many classroom activities at Duncan, however there is a need for a WBL plan that provides a consistent structure to these experiences across all pathways and grade levels to ensure equity and quality of experiences for all students. Duncan will implement a school wide High Quality Work Based Learning (WBL) Plan which will focus on increasing and improving opportunities for students to apply learning and skills in hands-on, real world, professional settings. Resources and materials needed to build and support a quality CTE program will continue to be provided.

WBL Plan Sub Action #1:

To support learning of classroom content and transferable “soft skills” Duncan will implement a school wide High Quality Work Based Learning (WBL) Plan that allows students many opportunities to collaborate with industry professionals in workplace settings in internships and job shadows. Keen focus will be placed on the upper grades (11<sup>th</sup> & 12<sup>th</sup>) where a significant amount of time with students at industry based job sites and clinical settings during the school day to strengthen career technical skills and provide meaningful experiences.

WBL Plan Sub Action #2:

To support the connection between classroom instruction and workplace skills, Duncan will partner with community industry partners to ensure that students are able to practice, apply, and reflect upon skills and content learned in their Linked Learning courses while participating in WBL activities. Duncan staff will work with and alongside business partners to ensure that the experiences provided in work based learning opportunities center on core competencies, soft skills and essential technical skills need to lead students to industry level certifications.

WBL Plan Sub Action #3:

To support implementation of a high quality work based learning (WBL) plan, Duncan will provide teachers with meaning professional learning opportunities centered on WBL. Duncan teachers will be provided with opportunities to participate in teacher externships, training, and conferences that support WBL such as Educating for Careers, PBL World, PBL Leadership, and Linked Learning Alliance. Linked Learning teachers will also work with district WBL support staff to identify areas of need and create a comprehensive WBL plan that ensures all students have equitable and consistent opportunities to participate in high quality WBL activities that reinforce skills and allow for hand-on

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

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

Progress will be monitored by continuous collection of Work Based Learning (WBL) data for each teacher on campus. Data to be collected will include: number of students in jobsite, guest speakers, industry partner involvement in projects, and study trips. Site data including the number of students enrolled in Linked Learning pathways will be collected so the District Data Dashboard can be updated to reflect actual enrollment and WBL participation.

Data will be collected from jobsite mentors and teachers on how students are applying and practicing the core competencies and skills learned in the classroom while at jobsite.

Teacher participation in training that supports implementation of the Work Based Learning plan, including teacher externships and conferences, will be collected. Teacher feedback will also be collected to better inform decision making about future professional learning needs.

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

Additional and consistent WBL experiences in all courses will help students make connections between the real-world and the content they are learning in class. Quality WBL activities will better enable students to demonstrate the character and competencies for workplace success, which is a district goal for all schools. Students who may be in danger of missing out on WBL experiences, like jobsite, due to low grades, will be identified for one-on-one conferences with teachers, coordinators, and Vice Principals. Appropriate supplies and equipment will be provided

**Owner(s):**

Collecting site-based WBL data: All teachers, both coordinators, and counselors.

Collecting jobsite data: 11<sup>th</sup>-12<sup>th</sup> grade CTE teachers participating in jobsite and both coordinators

Teacher training data: Coordinators and Vice Principals

**Timeline:**

Collecting site-based WBL data: On-going throughout the year

Collecting jobsite data: At the end of each quarter

Teacher training data: On-going throughout the year

**Specify enhanced services for EL students:**

Hands-on WBL activities will support learning of abstract or rigorous content. Mentorship support for EL students from partners. Tutorial support provided for literacy and math will support students as they complete WBL assignments and tasks.

to students for training, job shadowing and work based learning experiences.

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

- Parent information sessions describe Work Based Learning activities that students may be involved in during the year and their purpose/importance.
- Edutext and parent newsletters will be sent home to highlight site-wide WBL events such as Duncan Showcase Night to encourage parent participation and involvement. These communications will be sent in multiple languages.
- Student/Parent/Teacher/Jobsite contracts will be created that outline the responsibilities of each stakeholder so parents are more informed of what their student will be doing and gaining from their jobsite experience.
- Parent/student/teacher/counselor/coordinator conferences for students that are struggling academically to identify support needs so student can continue to participate in jobsite

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

- Annual summer Professional Learning week for Linked Learning teachers to be designed and facilitated by coordinators to meet the specific needs for projects and WBL. Training to be differentiated to meet staff and student needs.
- District-led WBL Activity Tool Kit and WBL Continuum training for Linked Learning teachers
- Attend conferences directly related to ABL plan creation and implementation, such as PBL World Workshop Conference, Educating for Careers, and the Linked Learning Conference.
- Teacher Externships during August Institute/Buy-Back Day.
- Embedded PL to be provided during Linked Learning teacher AC meetings / Academy pull-out days as needs are identified.

## **Action 2**

**Title:** Assessing Schoolwide Learner Outcomes

#### Action Details:

Having Schoolwide Learning Outcomes (SLO's) allows Duncan to promote and ingrain 5 areas of focus which directly connect with Fresno Unified School Districts Graduate Profile. This aligns with what Duncan expects for each of our graduating students. There is a need to develop an assessment tool to assess the attainment of the Schoolwide Learning Outcomes (SLO's) to ensure that students are gaining the necessary skills and competencies prior to graduation.

#### **Schoolwide Learning Outcomes**

- A Creative and Adaptable Learner
- A Responsible and Ethical Decision Maker
- A Skilled Communicator and Collaborator
- A Digitally Responsible and Literate Citizen
- An Adaptive and Productive Problem Solver

#### Action Details:

SLO's Assessment Plan Sub Action #1:

Duncan will continue to promote the Schoolwide Learning Outcomes (SLO's) throughout the school through schoolwide advertisement (announcements, posters, etc.) both on campus and in the classroom. Duncan will continue to connect the Schoolwide Learning Outcomes (SLO's) with the Fresno Unified Graduate Profile through advertisement (announcements, posters, etc.). To better understand what teachers are already currently doing in each class, a survey will be sent out to all teachers at Duncan Polytechnical High School to obtain data on best practices that are already in place that support assessment of the Schoolwide Learning Outcomes (SLO's). This will be sent out as a google survey, allowing all teachers the opportunity to provide feedback as to what is currently happening in the classrooms at Duncan. Once the survey closes, the COP team for SLO's Assessment will review data, connecting common practices, along with understanding needed areas of growth.

SLO's Assessment Plan Sub Action #2:

To support the creation of Schoolwide Learner Outcome (SLO) Assessment plan, Duncan will align the assessment plan with student portfolios at the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> grade years. At the 12<sup>th</sup> grade year, the assessment tool will align with the Senior Capstone Project. Students will then be able to better see their growth over time in the different SLO areas and identify their own needs for the future.

SLO's Assessment Plan Sub Action #3:

Duncan will provide all teachers with meaningful professional learning centered around the assessment tool. This will allow for more consistent implementation and use of the assessment tool, which will ensure that students are able

to practice, apply, and reflect upon skills learned within the Schoolwide Learning Outcomes (SLO's).

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

The tool will be used to measure student success in demonstrating our Schoolwide Learning Outcomes (SLO's) at the start and end of each school year so students and staff can monitor their growth in the SLO areas. Assessment tools include spring portfolios for grades 9-12 and the senior capstone.

#### Owner(s):

SLO Assessment Committee- Karen Burrington (Lead), Pamela Cottingham (Teacher), Eric Rubio (Teacher), Richard Hauert (Teacher), Guadalupe Ramirez, Doug Urabe (Teacher), John baker (Teacher), Sam Vandiver (Teacher), Wayne Taylor (Teacher)

#### Timeline:

Spring 2018

- Survey to Duncan Staff (All Staff)
- Research Assessment Tools and Development of Assessment Tool (COP Committee)

Fall 2018

- Test Assessment Tool (COP Committee and Duncan Staff)
- Evaluate Assessment Tool (COP Committee)
- Collect Feedback on Assessment Tool (COP Committee and Duncan Staff)
- Revise, update and Reevaluate Assessment Tool (COP Committee)

Spring 2019

- Train All Staff on Assessment Tool (COP Committee and Administration)
- Implementation on Assessment Tool (COP Committee and Administration)
- Data Collecting by End of School Year with Assessment Tool (COP Committee)
- Bring Data to All Staff (COP Committee)

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

Schoolwide Learning Outcomes (SLO's) are embedded in each student's curriculum as well as their Duncan experience in creation of portfolios for grades 9-12. As students meet with Teachers and Staff, Duncan SLO's will be incorporated in direct discussions.

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

- Parent Information Sessions are the beginning of the year
- Showcase Night
- Spring orientation nights for new and incoming students

#### Specify enhanced services for EL students:

As students receive support for academics, Duncan SLO's will be embedded in resources and supports for EL Students.

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

SLO's assessment development by AC/PLC in ongoing collaboration meetings



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

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	7.729	5.729
Suspensions Per 100	4.813	3.813

**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**

**Suspensions Per 100**

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

**Chronic Absenteeism**

**Suspensions Per 100**

**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:

**2** ELAC:

**3** Staff:

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

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

### State/Federal Dept 0130 Duncan Polytechnical (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for certificated tutorials, student support.	23,942.00
G1A1	Title 1 Basic	Instruction	Travel			: Solution Tree, School Safety, CATE, CUE and Math conference attendance.	5,987.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Extra period for PE.	12,153.00
G1A1	Sup & Conc	Instruction	Travel			Solution Tree, School Safety, CATE, CUE and Math conference attendance.	49,601.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for common planning, collaboration and development of professional learning communities.	24,599.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Funds for turnitin.com and staff book study. (No incentives or food)	5,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Student technological classroom supplies and resources.	7,137.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for conference attendance, field and study trips, AP field and study trips, professional learning community collaboration.	23,427.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for student incentives, awards, classroom resources, AP classroom resources and AP expenses, Winter Session food, college and trade school visits.	70,628.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Classroom technological resources and supplies.	30,000.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for EL case management.	5,660.00
G1A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.4375	Spanish School Community Liason.	19,261.00
G1A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Hmong	0.4375	Hmong School Community Liason.	17,041.00
G1A3	Sup & Conc	Instruction	Direct Trans			Funds for transportation for AP field and study trips.	33,500.00
G1A5	Title 1 Basic	Parent Participation	Mat & Supp			Funds for parent meetings, community training opportunities, home mailings, to promote parent participation. (No incentives or food)	1,990.00
G1A5	Sup & Conc	Parent Participation	Cls Sup-Ovr			Classified support	521.00
G1A5	LCFF: EL	Instruction	Direct-Other			ELPAC assessment funds.	600.00
G1A5	LCFF: EL	Attendance & Social Work Service	Local Mileag			Gas mileage for SCL to make home visits.	110.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Extra period for music class.	12,153.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Extra period for Academic Decathlon class.	12,153.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental coaching contracts for academics, goal 2 contracts and winter session contracts.	29,929.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Drill Team Dynamics (25050) : Independent contractors to support goal 2, JROTC, activities.	6,572.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Sheyla Castillo : Independent contract to support goal 2, JROTC, activities Invoice #00000501697	2,800.00

\$394,764.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$68,655.00
Sup & Conc	7090	\$283,437.00
LCFF: EL	7091	\$42,672.00
<b>Grand Total</b>		<b>\$394,764.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$331,157.00
G2 - All students will engage in arts, activities, and athletics	\$63,607.00
<b>Grand Total</b>	<b>\$394,764.00</b>