

Fort Miller Middle

10621666057293

Principal's Name: Mike Jones

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Mike Jones', written over a light blue horizontal line.

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

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School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
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

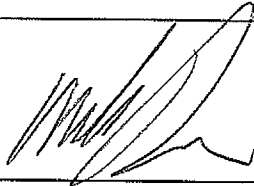
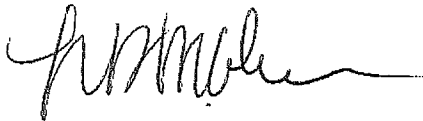
The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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.
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.
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.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Mike Jones	X				
2. Chairperson – Leslie Malone		X			
3. Daniele Beall-Larsen		X			
4. Rafael Torres		X			
5. Annika Knutson		X			
6. Gail Evans (Office Manager)			X		
7. Mary Felix				X	
8. Angelica Cardiel				X	
9. Marisol Avila				X	
10. Stephany Cortes					X
11. Maya Blackman					X
12. Kylie Jones					X
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Mike Jones		3/9/17
SSC Chairperson	Leslie Malone		3-9-17

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

Fort Miller - 0170

ON-SITE ALLOCATION

3010	Title I	\$41,527 *
7090	LCFF Supplemental & Concentration	\$139,255
7091	LCFF for English Learners	\$45,720
TOTAL 2017/18 ON-SITE ALLOCATION		\$226,502

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$967
Remaining Title I funds are at the discretion of the School Site Council	\$40,560
Total Title I Allocation	\$41,527

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 checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	17/17	N/A ³	8.83%	12.14%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	17/17	N/A ³	4.48%	2.45%	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	15/17	0.00% ⁴	80.29%	73.89%	56.60%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	17/17	N/A ⁷	N/A ⁷	7.87%	8.80%	•LCAP Dashboard - 4PupilAchievement •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%	3.80%	•LCAP Dashboard - 4PupilAchievement

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	14/16	10.91%	9.87%	13.77%	4.58%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL

								Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
		Learner students redesignated (current progress).						
		Annual Measurable Achievement						
		Objective 2:						
<input type="checkbox"/>	863	Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	10/17*	11.11%	20.83%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input 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	11/16	68.03%	56.93%	63.03%	60.80%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	48	ADA Attendance Rate	17/17	92.05%	91.69%	92.28%	92.23%	•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)	17/17	23.65%	24.36%	26.53%	26.27%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	16/17	N/A ¹⁰	N/A ¹⁰	81.42%	75.46%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	7/17	87.22%	1.96%	0.74%	1.23%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	17/17	65.58%	80.78%	67.70%	43.56%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	15/17	1.23%	1.71%	1.33%	0.15%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	1299	Number and percentage of 7th-8th grade students who dropped out	16/17	0.34%	2.08%	2.95%	3.07%	•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)	7/17	87.11%	40.39%	82.89%	69.02%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture -

<input type="checkbox"/>	7137	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	17/17	N/A ¹³	N/A ¹³	48.46%	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.	17/17	N/A ¹³	N/A ¹³	58.01%	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.	17/17	N/A ¹³	N/A ¹³	45.30%	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: Mike.Jones - 03/07/2017

Save

Fort Miller Middle 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	12.14	20.14	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	8.77	17.89	

<input type="radio"/> New-Action	<input checked="" type="radio"/> On-going	Reasoning:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Detail the Action

Fort Miller School will continue to implement a school-wide focus on Authentic Literacy (Reading, Writing, and Speaking with an emphasis on Argumentation). This approach will center on best first instruction utilizing complex text, talk and task. Accountable Community unit planning with common formative assessments and performance tasks reviewed and presented through a quarterly cycle of review. Response to instruction, tutorials, and other interventions will be provided by classroom teachers and PLUS teachers. Professional learning will be provided for the new ELA adoption

SMART Goals

By June 2018, 20.14% of Fort Miller students will meet or exceed standards as measured by ELA SBAC results.

By February 2018 17.89% of Fort Miller students will meet or exceed standards as measured by ELA Interim Assessments.

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

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

ELA Interim Assessment results will be pulled from the Illuminate system, then analyzed and monitored by teachers and admin to determine progress toward SBAC goal.

Owner(s):

VP/Teachers

Timeline:

October and February

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

D's and F's reports will be monitored to provide interventions for struggling students and students who are identified as disproportionately earning D's and F's in ELA

[Owner\(s\):](#)

Principal/AC Counselor

[Timeline:](#)

Ongoing/monthly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Teacher grade books will be monitored monthly to assure appropriate grades are being entered to assure accurate academic growth and supports.

[Owner\(s\):](#)

Academic Counselor

[Timeline:](#)

Ongoing/monthly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

ELA teachers will utilize Springboard embedded assessments and Common Formative Assessments. Data will be shared weekly AC team and during CCI staff meetings.

[Owner\(s\):](#)

Staff

[Timeline:](#)

Weekly/Quarterly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

All teachers analyzes student work to determine next steps and monitor progress towards focus standard(s).

[Owner\(s\):](#)

AC Teams

[Timeline:](#)

Weekly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

PLUS teachers prepare students for SBAC by using technology/tablets accessing MicroSoft Classroom to teach computer/technology skills and Khan Academy to reinforce content standards.

[Owner\(s\):](#)

PLUS Team

[Timeline:](#)

Bi Weekly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Tablets/technology made available for students during non PLUS weeks to practice/prepare for SBAC accessing Khan Academy to reinforce content standards.

[Owner\(s\):](#)

PLUS Team, ELAAC, Library

[Timeline:](#)

On-going

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Intervention, differentiation, re-teaching, and enrichment will be provided for students identified as disproportionately underachieving or needing small group instruction.

[Owner\(s\):](#)

Plus Team, ELAAC, Admin

[Timeline:](#)

Weekly

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

Student work and Common Formative Assessment data will be analyzed by admin., PLUS and ACs to monitor progress and plan future lessons.

Owner(s):

PLUS Team, ELA Teachers

Timeline:

Weekly

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

PLUS teachers set schedules to collaborate and co-teach with ELA teachers on focus standards.

Owner(s):

PLUS Team, ELA Teachers

Timeline:

Daily

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

Teachers provide academic support during lunch and/or afterschool for students who have been identified as disproportionately

Owner(s):

ELA Teachers

Timeline:

Weekly

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

Work as a team to implement adopt curriculum to meets the needs of all students.

Owner(s):

Admin/ELAAC

Timeline:

Weekly

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

Admin will use the IPG to walk classrooms, debrief on progress, and provided feedback to staff on progress.

Owner(s):

Admin

Timeline:

Ongoing

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

Academic Counselor will meet one on one with students who are receiving Ds and Fs at disproportionate rates.

Owner(s):

AC Teams

Timeline:

Ongoing

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

Co-Teaching classes will be offered to support SPED students access to the grade level core.

Owner(s):

SPED Teachers/ELA Teachers

Timeline:

Ongoing

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

- Use School messenger to communicate upcoming assessments to parents
- Send home progress reports and Report Cards to parents to inform them of student progress.
- Provide Parent Portal log in information for parents
- Provide Edu Text information to parents of student progress.
- Utilize student agendas to set academic goals so parents are informed.

Describe Related Professional Learning:

- Training around District adopted “Instructional Practice Guide” to inform teachers of expectations and explain/provide feedback that is given.**
- Quarterly Cycle of Review to analyze student work along with examples of common formative assessment data. Academic teams will report out data and findings along with next steps.**
- Backwards mapping, unpacking standards training to ensure that teachers are teaching within the**

Conduct parent conferences to encourage parent involvement.
 Utilize Parent University to promote parent classes and parent involvement.
 ELAC/SSC involvement in decision making.

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

Utilize Tablets/Computers/Accessories to assure students are computer literate in order to be successful on assessments such as District Interim Assessments, SBAC and teacher created common formative assessments.
 CORE novels will be purchased to enhance instructional rigor through text complexity.
 Office 365 will be utilized to collect work samples to analyze student growth and weaknesses in order to align instruction to meet the individual needs of all students.
 Projectors and tablets will be used to enhance instructional delivery.

appropriate standard progression.
 Illuminate Training to allow teachers to proctor district benchmark tests and create common assessments.
 Formative Assessment Training and Best Practices which allow teachers to continuously and accurately check for understanding utilizing SBAC-type assessments and common formative assessments.
 Technology training for all staff as needed (ATLAS, Khan Academy, keyboarding, etc)
 Provide release time/subs for teachers to attend Professional Conference around Classroom Management, Common Core, Restorative Practices, etc.
 Provide Professional Learning around effectively working with at Risk students and lowering disproportionality among Hispanic and African-American students.
 All teachers will utilize planning time as professional learning through Accountable Community and common prep collaboration.
 Co-Teaching classes are offered to support SPED students access to the grade level core.

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

Visual aides
 Use of graphic Organizers
 Cooperative groupings for EL students
 Section dedicated to EL students.
 PLUS teachers can be utilized to address students not meeting standards by providing instructional support and or tutoring.

Fort Miller Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher Subs	\$ 1,017.00	
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher planning opportunities	\$ 14,032.00	
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies. NO FOOD, NO INCENTIVES	\$ 11,047.00	
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology-Tablets	\$ 14,981.00	
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Computer Tablet Cart/Technology	\$ 1,340.00	
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics/Planners	\$ 2,000.00	
Total									\$ 44,417.00	

Action # 2

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

School Quality Review

SQI Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	2.45	12.2	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	3.8	13.42	

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

Detail the Action

Fort Miller School will implement mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Supports will center on professional learning, professional collaboration, Accountable Community unit planning with common formative assessments and performance tasks reviewed and presented through a quarterly cycle of review. Response to instruction, tutorials, and other interventions will be provided by classroom teachers and PLUS teachers.

SMART Goals

By June 2018, 12.20% of students at Fort Miller will meet or exceed standards as measured by Math SBAC results

By February 2018 13.42% of students at Fort Miller will meet or exceed standards as measured by CFA Interim Assessments.

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

<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <p>Math Interim Assessment results will be pulled from the Illuminate system, then analyzed and monitored by teachers and admin to determine progress toward SBAC goal.</p>	<p>Owner(s):</p> <p>VP/Teachers</p>	<p>Timeline:</p> <p>October and February</p>
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<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <p>D's and F's reports will be monitored to provide interventions for struggling students and students who are identified as disproportionately earning D's and F's in math.</p>	<p>Owner(s):</p> <p>Principal/AC Counselor</p>	<p>Timeline:</p> <p>Ongoing/Monthly</p>
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Details: Explain the data which will specially monitor progress toward each indicator target

Teacher grade books will be monitored monthly to assure appropriate grades are being entered to assure accurate academic growth and supports.

Owner(s):

Academic Counselor

Timeline:

Ongoing/Monthly

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

Math teachers will plan Common Formative Assessments and share the results with the staff during CCI staff meetings.

Owner(s):

Staff

Timeline:

Ongoing/Quarterly

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

All teachers will analyze student work, data from Common Formative Assessments to determine next steps and monitor progress towards focus standard(s).

Owner(s):

AC Team

Timeline:

Weekly

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

PLUS teachers prepare students for SBAC by using technology/tablets accessing MicroSoft Classroom to teach computer/technology skills and Khan Academy to reinforce content standards.

Owner(s):

PLUS Team

Timeline:

Weekly

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

Tablets/technology made available for students during non PLUS weeks to practice/prepare for SBAC accessing Khan Academy to reinforce content standards.

Owner(s):

PLUS Team, Math Team, :Library

Timeline:

Weekly

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

Intervention/differentiation, re-teaching, and enrichment will be provided for Math students identified as disproportionately underachieving or needing small group instruction.

Owner(s):

PLUS Team, Math Teachers

Timeline:

Weekly

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

Student work will be analyzed by admin. PLUS and ACs to monitor progress, plan future lessons and provide differentiation for struggling/disproportionate students.

Owner(s):

PLUS Team, Math AC and Admin

Timeline:

Weekly

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

PLUS teachers set schedules to collaborate and co-teach with Math teachers on focus standards.

Owner(s):

PLUS Team/Math Teachers

Timeline:

Weekly

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

Teachers provide academic support during lunch and/or afterschool for students who have been identified as disproportionately underachieving in math.

Owner(s):

Math Teachers

Timeline:

Daily

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

Admin will use the IPG to walk classrooms, debrief on progress, and provided feedback to staff on progress.

Owner(s):

Principal, VP, GLA

Timeline:

Weekly

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

Co-Teaching classes will be offered to support SPED students access to the grade level core.

Owner(s):

SPED Teachers/Math Teachers

Timeline:

Daily

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

Use School messenger to communicate upcoming assessments to parents
Send home progress reports and Report Cards to parents to inform them of student progress.
Provide Parent Portal log in information for parents
Provide Edu Text information to parents of student progress.
Utilize student agendas to set academic goals so parents are informed.
Conduct parent conferences to encourage parent involvement.
Utilize Parent University to promote parent classes and parent involvement.
ELAC/SSC involvement in decision making.

Describe Related Professional Learning:

Training around District adopted “Instructional Practice Guide” to inform teachers of expectations and explain/provide feedback that is given.
Quarterly Cycle of Review to analyze student work along with examples of common formative assessment data. Academic teams will report out data and findings along with next steps.
Backwards mapping, unpacking standards training to ensure that teachers are teaching within the appropriate standard progression.
Illuminate Training to allow teachers to proctor district benchmark tests and create common assessments.
Formative Assessment Training and Best Practices which allow teachers to continuously and accurately check for understanding utilizing SBAC-type assessments and common formative assessments.
Technology training for all staff as needed (ATLAS, Khan Academy, keyboarding, etc)
Provide release time/subs for teachers to attend Professional Conference around Classroom Management, Common Core, Restorative Practices, etc.
Provide Professional Learning around effectively working with at Risk students and lowering disproportionality among Hispanic and African-American students.
All teachers will utilize planning time as professional learning through Accountable Community and common prep collaboration.
Co-Teaching classes are offered to support SPED students access to the grade level core.

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

Utilize Tablets/Computers/Accessories to assure students are computer literate in order to be successful on assessments such as District Interim Assessments and SBAC and teacher created common formative assessments.

Microsoft Classroom will be utilized to collect work samples to analyze student growth and weaknesses in order to align instruction to meet the individual needs of all students.

Projectors and tablets will be used to enhance instructional delivery.

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

Visual aides

Use of graphic Organizers

Cooperative groupings for EL students

Computers

PLUS teachers can be utilized to address students not meeting standards by providing instructional support and or tutoring.

Fort Miller Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				Teacher Substitute Salaries	\$ 534.00
2	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Salaries	\$ 544.00
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	\$ 10,364.00
2	1	LCFF: EL	Instruction	Non Capitalized Equipment				Equipment/Technology	\$ 6,819.00
2	1	LCFF: EL	Instruction	Materials & Supplies				Materials and Supplies	\$ 5,700.00
Total									\$ 23,961.00

Action # 3

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

School Quality Review

SQI Element	Current %	Target %	Vendor
843 - Out of school suspension rate	67.7	54.16	

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

Detail the Action

Fort Miller School will create a multi-tiered system of escalated behavioral and social-emotional supports for students as a way of developing positive social-emotional skills that align to the school-wide learner outcomes known as The Falcon Way. Tier 1 services will focus on the school-wide development of The Falcon Way and the consistency of communication and implementation of social emotional initiatives developed through Fort Miller's Climate and Culture team along with the curriculum developed for Class Meetings. Through the use of data and teacher input, students in need of Tier 2 and 3 supports will receive escalated, targeted interventions with the emphasis on mediating behavior and the restoration of the learning process and environment. Tiered supports will also include services provided by our School Social Worker, On-Site Counselor for our SPED population, Assistant to the Counselor utilizing peer mediation strategies and Time to Teach and CHAMPS classroom strategies.

SMART Goals

Write a SMART Goal to address each data point:

By June 2018, suspensions will decrease by at least 15% as measured by district data dashboard incidents per 100 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

Quarterly Goal 2 target reports will be reviewed to assure students are participating in sports, after school programs, lunch time and after school clubs and noontime activities. Club Rush implemented at the beginning of the year, with clubs changing quarterly.

Owner(s):

Activity Director/VP

Timeline:

Quarterly

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

Student eligibility reports will also be reviewed quarterly to assure students are maintaining academic as well as behavioral requirements. (2.0 GPA and no suspensions). 3-2-Zero policy in place for privilege and non-privilege list.

Owner(s):

. Counselor/VP

Timeline:

Quarterly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

D's and F's reports will be monitored. Suggested tutorial option for students by department.

[Owner\(s\):](#)

Principal/AC

[Timeline:](#)

Weekly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Academic Counselor will monitor student grades and provide counselling as needed to assure academic growth.

[Owner\(s\):](#)

Principal/AC

[Timeline:](#)

Monthly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

HSL will meet weekly with parents during coffee chats. Use of Parent Portal will be emphasized. Expand home visit opportunities for students.

[Owner\(s\):](#)

HSL/Principal

[Timeline:](#)

Weekly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

COST Team Meetings will be scheduled weekly to review at-risk students and needed supports.

[Owner\(s\):](#)

GLA/AC/SESS

[Timeline:](#)

Weekly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Men's and Woman Alliance classes will be formed to support at-risk students. Guest speakers will be brought in to support students. Expand role of students enrolled with more opportunities for exposure to leadership roles.

[Owner\(s\):](#)

Alliance Teachers/Principal

[Timeline:](#)

Daily

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

SESS support will provide intensive supports for students. Request for additional SESS support due to student climate and high-risk needs.

[Owner\(s\):](#)

SESS/GLA

[Timeline:](#)

Daily

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

On-Site Counselor will provide intensive supports to SPED Students in a more clearly defined manner for SPED students and increase availability per week.

[Owner\(s\):](#)

SAP/GLA

[Timeline:](#)

Weekly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Assistant to the Counselor will provide daily supports and restorative practices to students as needed, with communication in place for all staff members. Hire additional Assistant to the Counselor to support site.

[Owner\(s\):](#)

Assistant to Counselor/VP

[Timeline:](#)

Daily

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Assistant to the Counselor will also provide before school, after school and lunch time supports to all students.

[Owner\(s\):](#)

Assistant to Counselor/VP

[Timeline:](#)

Daily

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Site Master Calendar will be published monthly to assure support as well as teacher and student knowledge of upcoming events.

[Owner\(s\):](#)

Principal

[Timeline:](#)

Monthly

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

Utilize mentors from Project Restore on campus to visit with at-risk students during regular school hours as available in a structured setting that provides accountability to staff and students.

Owner(s):

Principal

Timeline:

Weekly

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

After School Detention provided as a deterrent to suspensions which provides support for classroom and school-wide behavior accountability model.

Owner(s):

VP/GLA

Timeline:

Weekly

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

Safety Resource Officer on campus will provide mentorship, restorative practice opportunities, and provide support to camps as needed.

Owner(s):

Principal

Timeline:

Daily

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

HSL will meet weekly with parents and students during home visits for at-risk students. Provide ongoing support for Independent Study contracts.

Owner(s):

HSL/Principal

Timeline:

Weekly

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

Use of an Alternative to Suspension classroom to teach restorative practices and behavior accountability implementation strategies.

Owner(s):

Principal

Timeline:

Weekly

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

Use of site established Google Docs for monitoring student behaviors as a communication tool between teachers, students and administration.

Owner(s):

Principal/VP/GLA

Timeline:

Daily

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

- HSL will meet weekly with parents during coffee chats to support student academic as well as behavioral growth.
- Student Success Team Meetings will be scheduled to support student academic as well as behavioral growth.
- COST Team will meet weekly to review at risk students and meet with parents to align supports.
- Staff will communicate with parents regarding restorative practices and will be invited to take part in process as needed.
- ELAC and SSC will be actively involved in recommendations regarding campus culture and climate.

Describe Related Professional Learning:

- Staff will be trained/refreshed in Time to Teach strategies.
- Staff will continue to be trained in Restorative Practices for Phase 2 implementation.
- Staff will be trained/refreshed in CHAMPS practices.
- Utilize Safe and Civil Team, School Site Council, and parental input from support groups for identifying areas of need and concerns in regard to school safety and climate.
- Develop staff accountability practices during professional learning for improving school climate and support structures with AC and PL feedback opportunities.
- Safe and Civil Team will train staff on class meeting protocol and instructional strategies.
- **Safe and Civil Team will create and develop advisory based on behavioral expectations based on the Falcon Way.**

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

- Supplies and materials needed for student support during lunch time activities, lunch time and after school clubs.
- Supplies, equipment, materials needed for sports.
- Transportation funding needed for instructional trips, incentive events and or Saturday or late buses as needed.

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

SESS and RCAs will provide tiered level of supports for EL students.
 HSL will assist in communication to EL families.
 SESS and RCAs will provide tiered levels of social/emotional support to Foster as well as Project Access students.

Fort Miller Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	1.0000			\$	49,495.00
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Span	1.0000			\$	48,104.00
Total									\$	97,599.00

Action # 4

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

School Quality Review

SQI Element	Current %	Target %	Vendor
917 - EL's Re-designated	4.55	12	

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

Detail the Action

Detail the action: Fort Miller will continue to implement professional learning around strategies and supports for teaching English Learners (EL) with a focus on supporting re-designation for all EL students within five years. Professional Learning will include academic language acquisition, literacy skills, writing development and using EL data indicators to inform instruction supported by district EL TSA. Classroom teachers and PLUS teachers provide classroom supports and interventions. Additionally incentives will be offered for the purpose of increasing the percentage of students at Fort Miller that are re-designated as English proficient for the 2017-2018 school year. Extension learning for parents of English Learners will also be offered through Parent University and Fort Miller School's Community Coffee Chats supported by our Home School Liaison.

SMART Goals

By June 2018, the number and percentage of English Learner students redesignated will increase 7.55% over the June 2017 redesignation rate.

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

<p>Details: Explain the data which will specially monitor progress toward each indicator target CELDT and District Interim goal setting chats</p>	<p>Owner(s): GLA, PLUS and core content teachers</p>	<p>Timeline: Prior to each testing cycle</p>
<p>Details: Explain the data which will specially monitor progress toward each indicator target Quarterly RFEP monitoring, rotating to involve each content area, documented in Atlas.</p>	<p>Owner(s): GLA and Core content teachers</p>	<p>Timeline: Quarterly</p>
<p>Details: Explain the data which will specially monitor progress toward each indicator target Intervention and enrichment with targeted EL students</p>	<p>Owner(s): PLUS teachers and EL designated teacher</p>	<p>Timeline: Weekly</p>
<p>Details: Explain the data which will specially monitor progress toward each indicator target DELAC/ELAC reports regarding on-going testing cycles, results, and events related to culture and climate.</p>	<p>Owner(s): GLA and HSL</p>	<p>Timeline: Quarterly</p>

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Academic Counselor will monitor student grades and provide counselling as needed to assure academic growth.

[Owner\(s\):](#)

Academic Counselor

[Timeline:](#)

Monthly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

CELDT assessors provided to administer CELDT test

[Owner\(s\):](#)

GLA

[Timeline:](#)

August - October

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

HSL to host coffee chats and Parent classes through Parent University

[Owner\(s\):](#)

HSL

[Timeline:](#)

Monthly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Offer an ELD class for LTEL

[Owner\(s\):](#)

Principal

[Timeline:](#)

Weekly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Data indicators such as Interim Assessments, CELDT, SBAC and teacher common formative assessments as well as RFEP monitoring will be reviewed by classroom teachers and AC's on a quarterly Cycle of Review.

[Owner\(s\):](#)

Staff

[Timeline:](#)

Quarterly/Ongoing

[Explain the Targeted Actions for Parent Involvement \(required by Title I\):](#)

HSL will meet weekly with parents during coffee chats to support student academic as well as behavioral growth.

ELAC and SSC will be actively involved in recommendations regarding campus culture and climate.

Use of Teleparent to communicate school events and information.

Coordinate parent classes with Parent University

[Describe Related Professional Learning:](#)

TSAEL services to provide PL regarding strategies for EL students and support for LTEL including academic language acquisition, literacy skills, writing development and using EL data indicators to inform instruction

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

Hands on materials, relia, graphic organizers, sentence frames, sentence frames, and visuals to assure appropriate grade level rigor and complexity.

Google translate will be utilized by staff to assure appropriate translations for students and parents.

[Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:](#)

1x1 counseling and support with CELDT and DRP

1x1 goal setting for EL students regarding re-designation.

Ongoing site support for redesignated students by enrichment strategies from teachers

Fort Miller Budgeted Expenditures											
Account	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
4	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4000			\$	20,216.00	
4	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.6000			\$	30,323.00	
4	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC/CELDT Assessors	\$	1,800.00	
4	2	Title 1 Basic	Attendance & Social Work Services	Local Mileage				Local Mileage for HSL	\$	500.00	
									Total	\$	52,839.00

Action # 5

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

School Quality Review

SQI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	68.69	83.69	

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

Detail the Action

Students at Fort Miller School will increase Goal 2 participation by providing access to a multitude of Goal 2 activities throughout the year including clubs, athletic team participation, co-curricular activities and visual and performing arts activities.

SMART Goals

By June 2018 there will be a 15% increase of all students engaged in one or more Goal 2 activities.

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

<p>Details: Explain the data which will specially monitor progress toward each indicator target Quarterly Goal 2 target reports will be reviewed to assure students are participating in sports, after school programs, lunch time and after school clubs and noontime activities.</p>	<p>Owner(s): Activity Director and VP</p>	<p>Timeline: Quarterly</p>
<p>Details: Explain the data which will specially monitor progress toward each indicator target Student eligibility reports will also be reviewed to assure students are maintaining academic as well as behavioral requirements. (2.0 GPA, no suspensions, less than 2 afterschool detentions)</p>	<p>Owner(s): Academic Counselor and VP</p>	<p>Timeline: Quarterly</p>
<p>Details: Explain the data which will specially monitor progress toward each indicator target D's and F's reports will be monitored</p>	<p>Owner(s): Principal and Academic Counselor</p>	<p>Timeline: Weekly</p>
<p>Details: Explain the data which will specially monitor progress toward each indicator target Teacher grade books will be monitored monthly to assure appropriate grades are being entered to assure accurate academic growth and supports</p>	<p>Owner(s): Academic Counselor and Principal</p>	<p>Timeline: Monthly</p>

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Academic Counselor as well as admin will monitor student grades and provide counselling as needed to assure academic growth.

[Owner\(s\):](#)

Academic Counselor, Principal, VP, GLA

[Timeline:](#)

Weekly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Academic Counselor will monitor student grades and provide counselling as needed to assure academic growth.

[Owner\(s\):](#)

HSL

[Timeline:](#)

Weekly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

COST Team Meetings will be scheduled weekly to review at-risk students and needed supports.

[Owner\(s\):](#)

GLA, Academic Counselor and SESS

[Timeline:](#)

Weekly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Men's and Woman Alliance classes will be formed to support at-risk students. Guest speakers will be brought in to support students.

[Owner\(s\):](#)

Alliance Teachers and Principal

[Timeline:](#)

Daily

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

SESS support will provide intensive supports for students.

[Owner\(s\):](#)

SESS, RCA and COST Team

[Timeline:](#)

Daily

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

On-Site Counselor will provide intensive supports to SPED Students

[Owner\(s\):](#)

SAP and GLA

[Timeline:](#)

Daily

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Assistant to the Counselor will provide daily supports and restorative practices to students as needed.

[Owner\(s\):](#)

RCA, VP, SESS

[Timeline:](#)

Daily

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Assistant to the Counselor will also provide before school, after school and lunch time supports to all students.

[Owner\(s\):](#)

RCA, VP, SESS

[Timeline:](#)

Daily

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Site Master Calendar will be published monthly to assure support as well as teacher and student knowledge of upcoming Goal 2 events.

[Owner\(s\):](#)

Activities Director, Principal, VP, OM

[Timeline:](#)

Monthly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Incentives such as Fun Friday activities, Student of the Month, Quarterly rewards, Parent Coffee Chats, ELAC and SSC will be included in our weekly Falcon Focus.

[Owner\(s\):](#)

Activities Director, VP, OM

[Timeline:](#)

Weekly

[Details: Explain the data which will specially monitor progress toward each indicator target](#)

Morning announcements will include announcements of all upcoming Goal 2 events.

[Owner\(s\):](#)

Principal, VP, Activities Director, Athletic Director

[Timeline:](#)

Daily

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

Noontime Assistants will provide support for lunch time Goal 2 ctivities.

Owner(s):

VP, NTA

Timeline:

Daily

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

Before school and after school programs will be provided.

Owner(s):

Principal and After-School Program Director

Timeline:

Daily

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

Community Mentors will be utilized to support students.

Owner(s):

SESS

Timeline:

Weekly

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

Student Court will be developed.

Owner(s):

SRO, Principal

Timeline:

Weekly

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

Safe and Civil Team will meet monthly to review club and athletic rosters as well as review student responses on student surveys and the district School Culture and Climate Survey

Owner(s):

VP, Safe and Civil Team

Timeline:

Monthly

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

HSL will meet weekly with parents during coffee chats to support student academic as well as behavioral growth.

Student Success Team Meetings will be scheduled to support student academic as well as behavioral growth.

COST Team will meet weekly to review at risk students and meet with parents to align supports.

Staff will communicate with parents regarding restorative practices and will be invited to take part in process as needed.

ELAC and SSC will be actively involved in recommendations regarding campus culture and climate.

Community Mentors will be utilized to support students.

Weekly communication of opportunities for students to get involved in activities, arts and athletics via Teleparent message or Marquee.

Parent volunteers recruited and encouraged for support of activities such as the May Salsa Contest.

Describe Related Professional Learning:

Staff will be trained/refreshed in Time to Teach strategies.

Staff will trained/refreshed in CHAMPS practices.

Staff will be trained/refreshed in Restorative Practices.

Utilize Safe and Civil Team, School Site Council, and parental input from support groups for identifying areas of need and concerns in regard to school safety and climate.

Develop staff accountability practices during professional learning for improving school climate and support structures with AC and PL feedback opportunities.

Safe and Civil Team will train staff on class meeting protocol and instructional strategies.

Safe and Civil Team will create and develop advisory lessons based on behavioral expectations aligned to the Falcon Way.

Training to utilize Student Court.

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

Supplies and materials needed for student support during lunch time activities, lunch time and after school clubs.

Supplies, equipment, materials needed for sports.

Transportation funding needed for instructional trips, college trips, incentive events and or Saturday or late buses as needed.

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

EL, Foster and Socio-disadvantaged students will be encouraged to participate in noon-time activities, clubs and sports.

Active recruitment to encourage EL students to get involved in Goal 2 activities.

Incoming 7th graders will visit the campus in the Fall and AC will visit elementary campuses in the Spring.

Student of the month awards assemblies will honor students who will be provided a front of the lunch line lanyard.

School rallies and dances will be held quarterly for students with a 2.0 GPA and no suspensions.

Fort Miller Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Other Pupil Services	Other Classified-Supplemental				NTA's/Falcon Nest	\$ 4,219.00
5	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation for Busses	\$ 1,500.00
5	2	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance	\$ 1,000.00
Total									\$ 6,719.00

Action # 6

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

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	92.33	1	

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

Detail the Action

Fort Miller recognizes that attendance is a critical component for student success. In the 2017-2018 academic school year, Fort Miller will continue to develop a unified multi-tiered system of interventions for attendance. Through the development of such an attendance system, it is the intent to improve our student attendance through the creation of escalated attendance supports that is, to the best of our abilities, both guaranteed and viable. These tiered systems of support for attendance which will include supports by our attendance clerk that will support the needs of all students and a full-time school Child Welfare Attendance Specialist who will extend targeted interventions for those who are identified as chronically absent. Additionally, the school will continue to fund key attendance programs and activities such as the Attendance Matters meetings that provides parents with pivotal information regarding attendance and strategies to support the improvement of attendance.

SMART Goals

By June of 2018 there will be a 1% increase in our overall attendance rate.

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

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

Weekly monitoring of attendance data by the Attendance Clerk and Principal, measuring the following data points:

- Tier 1 students who reach three absences will be contacted by DPI via letter to contact school Attendance Clerk to verify absences.
- Attendance clerk will contact Tier 1 students to verify absences
- Tier 2 students, students who have been identified as Habitually Truant or Chronically Absent with six or more absences will be contacted by DPI or Child Welfare Specialist and will be required to meet with Attendance Clerk and Administration to create an action plan contract to improve attendance.
- Tier 3 students who have been identified as severely chronically absent and are in the midst of the SART/SARB process will be contacted by DPI via letter and will be required to meet with SART/SARB.

Owner(s):

Attendance Clerk, Principal, DPI

Timeline:

Daily

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

Tier 1 and 2 students—Parent meetings focus on providing parents with information regarding FUSD attendance policy, strategies for improvement of attendance, and support services available as well as sign a attendance

Describe Related Professional Learning:

In the 2017-2018 school year, there will be staff development on attendance procedures and interventions. Teachers will utilize AC and Professional Learning to assure instructional levels are aligned for student

compact.

On-going parent phone calls notifying parents of missed class periods.

SART/SARB Meetings

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

Tier 2 and Tier 3 students will receive on-going notification of their attendance and meetings with DPI and Site Administration.

Students who are identified as Tier 1 and 2 will participate in an attendance compact.

success from intervention/acceleration to enrichment.

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

Parents of EL students will be given attendance notification in Spanish and Hmong.

Attendance meetings will be held in English and Spanish for parents of EL students.

Fort Miller Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
6	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Engagement HSL Functions, NO FOOD, NO INCENTIVES	\$	967.00	
									Total	\$	967.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0170 Fort Miller Middle (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher planning opportunities	14,032.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies. NO FOOD, NO INCENTIVES	11,047.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Technology-Tablets	14,981.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs	1,017.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Computer Tablet Cart/Technology	1,340.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics/Planners	2,000.00
2	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	10,364.00
2	1	LCFF: EL	Instruction	Teacher-Subs			Teacher Substitute Salaries	534.00
2	1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Salaries	544.00
2	1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	5,700.00
2	1	LCFF: EL	Instruction	Nc-Equipment			Equipment/Technology	6,819.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.000		48,104.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.000		49,495.00
4	2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Local Mileage for HSL	500.00
4	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.400		20,216.00
4	1	LCFF: EL	Instruction	Direct-Other			ELPAC/CELDT Assessors	1,800.00
4	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.600		30,323.00
5	2	Sup & Conc	Instruction	Direct Trans			Transportation for Busses	1,500.00
5	2	Sup & Conc	Instruction	Direct-Maint			Maintenance	1,000.00
5	2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			NTA's/Falcon Nest	4,219.00
6	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement HSL Functions, NO FOOD, NO INCENTIVES	967.00

\$226,502.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$41,527.00
Sup & Conc	7090	\$139,255.00
LCFF: EL	7091	\$45,720.00
Grand Total		\$226,502.00

Domain Totals	Budget Totals
Academic	\$71,145.00
SEL / Culture & Climate	\$155,357.00
Grand Total	\$226,502.00