


Fort Miller Middle

106216660572931

Principal's Name: Mike Jones

Principal's Signature: 

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

Title I SWP

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District Goals	
<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

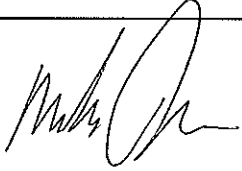

The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures 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. Annika Knutson		X			
3. Jaime Schafer		X			
4. Joshua Gehris		X			
5. Marcy Scharton		X			
6. Gail Evans			X		
7. David Nunez				X	
8. Regina Brown				X	
9. Sylvia Molina				X	
10. Herb Baker					X
11. Jonathon Cervantes					X
12. Nathaniel Parra					X
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Mike Jones		3/13/18
SSC Chairperson	Gail Evans		3/13/18

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

Fort Miller - 0170

ON-SITE ALLOCATION

3010	Title I	\$38,502 *
7090	LCFF Supplemental & Concentration	\$150,795
7091	LCFF for English Learners	\$41,529
TOTAL 2018/19 ON-SITE ALLOCATION		\$230,826

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,116
Remaining Title I funds are at the discretion of the School Site Council	\$37,386
Total Title I Allocation	\$38,502

Fort Miller Middle 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 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	7.705	14.705
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	2.163	9.163

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)

Interim I and II data shows growth in ELA. In 7th grade we see a growth of 10.5% from Interim I to II with a 14% growth from Interim II last year to this year. Our 8th grade Interim results show a 7.2% growth from Interim I to II. The ELA team has changed in composition with all teachers in ELA new to site. We also have Co-teach support with SPED teachers and PLUS teachers this year that provide additional instructional support for 8 of 10 sections in each grade level.

Staffing for the 2018/19 school year will add one additional teacher to ELA thus lowering class size. SPED Co-teach will be adjusted for 18/19 due to a reduction in SPED students and staff.

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

Interim I and II data for 7 ACC showed tremendous growth with a 88.5% met or exceed for Interim I and 88.7% for Interim II. Our 8th grade Algebra results showed a 17.6% growth from Interim I to II. The 7th grade Interim results showed a 3.8% growth from Interim II this year compared to last year. The 8th Grade Interim results showed minimal results. 8 out of 10 sections were supported by either SPED Co-teach or PLUS Co-teach.

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)

Interim results in ELA showed limited disproportionality.

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

Interim results in math showed limited disproportionality. Our current African American population is 16%. We currently have 24% enrolled in our 8th grade Algebra course.

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

1 SSC:

SSC received data updates after Interim I and II. Both updates showed growth from SBAC to Interim data as well as year to year data. No overall recommendations were made from our SSC.

2 ELAC:

Data shared with ELAC showed limited growth of only 2 students redesignated. To support EL students we have two sections dedicated to EL students. Continued dedicated section of ELD in ELA and elective option for a section of ELD for our limited English speakers. ELA department would like to add back the additional metric of DRP test results to support re-designation.

3 Staff:

Data analysis was done with all staff after Interim I and II. Updates included a comparison of SBAC to Interim. AC Teams were also asked to review CFA outcomes that aligned to Interim and SBAC. Final decisions on content of both ELA and Math were discussed and approved by ELA and Math content teams.

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

Title I funds were limited. The majority of the funds were used to purchase/replace technology to support classroom instruction. Limited funds were also used to support SPED teachers release time to have time to assess students and complete IEP's as Case Management Prep was eliminated.

Action 1

Title: ELA

Action Details:

Fort Miller School will continue to implement a school-wide focus on Authentic Literacy (Reading, Writing, and Speaking.) 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. Co-Teaching will allow our SPED students access to the content standards. One additional teacher will be utilized to lower class sizes in ELA. Fort Miller will also provide English Learners with a comprehensive program that will focus on all stages of language acquisition and academic development utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC and regular common formative assessments.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

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

TSA/AC Counselor/MP

[Timeline:](#)

Ongoing/Monthly

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

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

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

Staff

[Timeline:](#)

Weekly/Quarterly

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

All teachers/Co-teachers analyze 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 specifically monitor progress toward each indicator target](#)

Teachers/Co-teachers will prepare students for SBAC by using technology/tablets to teach computer/technology skills to reinforce content standards.

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

Teachers

[Timeline:](#)

Weekly

[Details: Explain the data which will specifically 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\(s\):](#)

Teachers

[Timeline:](#)

Weekly

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

Student work and Common Formative Assessment data will be analyzed by AC teams to monitor progress and plan future lessons.

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

Teachers

[Timeline:](#)

Weekly

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

Teachers provide academic support during lunch and/or after school for students who have been identified.

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

Teachers

[Timeline:](#)

Weekly

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

Work as an AC team to assure full implementation of adopted curriculum.

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

Admin/Teachers

[Timeline:](#)

Weekly

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

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

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

Admin

[Timeline:](#)

Ongoing

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

Academic Counselor will meet one on one with students who are receiving D's and F's at a disproportionate rate.

Owner(s):

Academic Counselor

Timeline:

Ongoing

Details: Explain the data which will specifically 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

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

An additional tacher will be added to ELA team to lower class size along with SPED Co-teachers to support instruction and RtI.

Owner(s):

ELA Teachers and SPED Teachers

Timeline:

Ongoing

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

Extended Learning After school Program tutoring in the Library will be offered to students with D or F's in ELA

Owner(s):

Academic Counselor, Teacher, VP

Timeline:

Weekly

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

ELA and History teachers cross curricular plan to ensure consistency in delivery.

Owner(s):

ELA and History Teachers

Timeline:

Monthly

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

ELA teachers share "high Leverage" words with other content teachers to help reinforce literacy.

Owner(s):

Teachers

Timeline:

Monthly

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

If funds are available DRP will be utilized to determine and monitor student reading level.

Owner(s):

Teachers

Timeline:

Weekly

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

Teacher office hours are available for all struggling students.

Owner(s):

Teachers

Timeline:

Daily

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

ELA teachers and PLUS teachers will administer ELPAC to all EL students for redesignation.

Owner(s):

ELA Teachers,

Timeline:

February

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.

Specify enhanced services for EL students:

Peer Tutoring

Visual aides

Use of graphic Organizers

Cooperative groupings for EL students

Section dedicated to EL students.

A extra ELA teacher will be utilized to address students not meeting standards by providing instructional support

Projectors and tablets will be used to enhance instructional delivery.

Explain the 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.
- Remind App is utilized by teachers.

and or tutoring.

Describe Professional Learning related to this action:

- 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 and CAASPP 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.
- Specific training will be provided to support Co-Teaching. Classes are offered to support SPED students access to the grade level core.
- Continued Springboard training for ELA, PLUS and Co-teachers.

Action 2

Title: Math

Action Details:

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 intervention will be provided by classroom teachers. Co-Teaching will allow our SPED students access to the content standards. A extra math teacher will be utilized to lower class size and to provide RtI supports.

Reasoning for using this action:	<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

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.

Owner(s):

Admin/Teachers

Timeline:

October and February

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

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

Owner(s):

AC Counselor/TSA

Timeline:

Ongoing/Monthly

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

Teacher grade books will be monitored 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 specifically monitor progress toward each indicator target

Math teachers will plan Common Formative Assessments and share results with AC Team.

Owner(s):

Teachers

Timeline:

Weekly

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

Teachers will analyze student work and 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 specifically monitor progress toward each indicator target

Teachers will prepare students for SBAC by using tablets to teacher computer/technology skills and Khan Academy to reinforced content standards.

Owner(s):

Teachers/After School Tutorial

Timeline:

Weekly

Details: Explain the data which will specifically 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):

Teachers/After School Tutorial

Timeline:

Weekly

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

Student work will be analyzed by AC team to monitor progress, plan future lessons and provide differentiation for struggling/disproportionate students

Owner(s):

AC Team/TSA

Timeline:

Weekly

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

A extra math teacher will be used to lower class size to insure supports for all teachers.

Owner(s):

Math Teachers

Timeline:

Ongoing

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

Teachers provide academic support during lunch and/or after school for students who have been identified as disproportionately underachieving.

Owner(s):

Teachers

Timeline:

Daily

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

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

Owner(s):

Principal, VP, GLA

Timeline:

Ongoing

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

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

Owner(s):

SPED Teachers/Regular Ed Teachers

Timeline:

Daily

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

The GVC (Go Math) tools and resources to enhance student learning with grade level standards in Mathematics including Personal Math Trainer, Interactive Student Edition, Illuminate assessment tools, and Khan academy will be accessed a minimum of 55 minutes a week.

Owner(s):

Teachers

Timeline:

Weekly

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

Extended Learning After school Program tutoring in the Library will be offered to students with D or F's in Math

Owner(s):

Academic Counselor, VP, Teacher

Timeline:

Weekly

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

Teacher office hours are available for all struggling students.

Owner(s):

Teacher

Timeline:

Daily

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.

Khan Academy as well as Go Math Trainer utilized to support student growth.

Projectors and tablets will be used to enhance instructional delivery.

Specify enhanced services for EL students:

Visual aides Use of graphic Organizers

Cooperative groupings for EL students

Computers

Lower class size will enable teachers to address students not meeting standards by providing instructional support and or tutoring.

Explain the 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 Professional Learning related to this action:

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, Go Math Math Trainer, 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.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (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-Subs			G1A2 Math Teacher subs	1,172.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher planning opportunities : G1A2	10,920.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology-tablets G1A2	14,981.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs G1A2	1,405.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies G1A2	17,005.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Computer Tablet Cart/Technology	1,840.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics/Planners	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher substitute salaries G1A2	536.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Equipment/Technology G1A2	3,475.00
G1A1	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	1,800.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Salaries G1A1	550.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies G1A1	5,700.00

\$61,384.00

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	92.801	99.801

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.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>WEB Launch August 2017, with student leaders focused on GOAL 2 student engagements.</p> <p>CLUB RUSH - Staff Participation in being Club Sponsors</p> <p>1st Semester 12 active Clubs on campus</p> <p>2nd Semester 12 active Clubs on campus</p> <p>Survey through Advisory Classes and Leadership Classes on student interests for Clubs</p> <p>Relationship Building of Club Sponsors with students</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>Established a BSU that had 41 active students with up to 60 attended at one point. out of 94 African American students enrolled.</p>
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>SSC Student Representative had request for Art Class</p> <p>Goal 2 participation rate and club involvement was discussed each meeting.</p>	<p>2 ELAC:</p> <p>Share Clubs, Sports, and other extracurricular opportunities available for their student(s).</p>	<p>3 Staff:</p> <p>Staff encouraged to sponsor a club. Discussed the importance of connecting and sharing their passions with students in a club setting will pay huge dividends in the classroom. 12 teacher sponsored clubs each semester up from less than 1 sponsored club last year.</p>
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Action 1

Title: Goal 2

Action Details:

Fort Miller School will increase Goal 2 participation throughout the year by providing opportunities for engagement through clubs, activities, arts and athletics. Fort Mill will provide an inclusive school climate, focused on building relationships. Relationship building will be supported through celebration of successes, increased teacher sponsored clubs, increased restorative practices and building in time and resources to enhance staff-student relationships. Strategically implemented strategies will engage all students in the full community that is Fort Miller, through participation in Goal 2 activities with attention given to reducing disproportionality in Goal 2 participation.

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

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

Quarterly 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.

Owner(s):

Activity Director, Athletic Director, VP

Timeline:

Quarterly

Details: Explain the data which will specifically 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)

Owner(s):

Academic Counselor, Athletic Director, VP

Timeline:

Quarterly

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

D's and F's reports will be monitored for all students participating in Goal 2 sport or activity.

Owner(s):

Academic Counselor, Athletic Director, VP

Timeline:

Weekly

Details: Explain the data which will specifically 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:

Monthly

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

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

Owner(s):

VP, Academic Counselor, SESS, RCA, TSA

Timeline:

Weekly

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

Men's and Woman's Alliance classes will be formed to support at-risk students. Guest speakers will be brought in to support students. Weekly tutors to provide academic support from "Encourage Tomorrow Organization".

Owner(s):

Alliance Teachers and Principal

Timeline:

Daily

Details: Explain the data which will specifically monitor progress toward each indicator target
SESS support will provide intensive supports.

Owner(s):
SESS, RCA and COST Team

Timeline:
Daily

Details: Explain the data which will specifically monitor progress toward each indicator target
On-Site Counselor will provide intensive supports to SPED Students

Owner(s):
SAP and SESS

Timeline:
Daily

Details: Explain the data which will specifically monitor progress toward each indicator target
Resource Counselor Assistants will provide daily supports and restorative practices to students as needed.

Owner(s):
RCA, SESS

Timeline:
Daily

Details: Explain the data which will specifically monitor progress toward each indicator target
Resource Counselor Assistants will also provide before school, after school and lunch time supports to all students

Owner(s):
RCA, SESS

Timeline:
Daily

Details: Explain the data which will specifically monitor progress toward each indicator target
Site Goal 2 Activity calendar will be published and posted monthly to assure support as well as teacher and student knowledge of upcoming Goal 2 events.

Owner(s):
Activities Director, VP

Timeline:
Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target
Incentives such as Fun Friday Activities, Student of the Month, Quarterly Rewards, Parent Coffee Chats, ELAC, SSC and club presentations will be included in the weekly Falcon Focus

Owner(s):
Activities Director, VP, PM

Timeline:
Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target
Morning announcements will include announcements of all upcoming Goal 2 events

Owner(s):
Activities Director, Principal, VP Athletic Director

Timeline:
Daily

Details: Explain the data which will specifically monitor progress toward each indicator target
Goal 2 clubs such as BSU will be monitored to assure students in disproportionality will be represented.

Owner(s):
Activities Director, TSA

Timeline:
Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target
Noontime Assistants will provide support for lunch time Goal 2 activities in the Falcon's Nest.

Owner(s):
VP, NTA

Timeline:
Daily

Details: Explain the data which will specifically monitor progress toward each indicator target
Before and after school programs will be provided through county funded program

Owner(s):
Principal, After-School Program Director

Timeline:
Daily

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

Student Court will be utilized as needed.

Owner(s):

SRO, Principal

Timeline:

Weekly

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

Campus Culture Team will meet monthly to review club and athletic activities and to assure all students have access.

Owner(s):

VP, Activities Director, RCA

Timeline:

Monthly

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

Resource Counseling Assistant will provide supports as needed to all students who are participating in athletics with grade checks and behavioral supports as needed.

Owner(s):

COST, SESS, RCA

Timeline:

Daily

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

School Signage will promote the Falcon Way in high traffic areas on campus.

Owner(s):

Admin, Campus Culture Team

Timeline:

Weekly

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

Extended Learning After school Library Tutoring will be offered.

Owner(s):

Academic Counselor, VP

Timeline:

Monday-Wednesday-Friday

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.

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-wide Signage will display Learner Profile traits, this will be highlighted during daily announcements and infused into Fort Miller culture.

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

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

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. Students returning from suspension will be required to go through a restorative conference prior to

Specify enhanced services for EL 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

Describe Professional Learning related to this action:

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

Staff will be 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

returning to class.

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, Marquee and or morning messages.

Parent volunteers recruited and encouraged for support of activities such as the BSU tribute to Black History, and Spanish Club's tribute to Spanish History. etc

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.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (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	Direct Trans			Transportation for buses	1,500.00
G2A1	Sup & Conc	Instruction	Direct-Maint			Maintenance	1,000.00
G2A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			NTAs/Falcon Nest	4,281.00

\$6,781.00

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 8th Grade	15.506	35.5

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.

Exposure to Careers - 8th Grade

This is the only goal for middle school aligned to SPSA and is a new goal for us.

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

Exposure to Careers - 8th Grade

Exposure to Careers African American subgroup will be an element monitored with our BSU coordinator. Our Academic Counselor will monitor the Hispanic subgroup.

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:

During our February 22nd and March 12th SSC Meetings this metric was discussed. All metrics were shown with this as the only metric that applied to middle school.

2 ELAC:

Share with ELAC Career cruising information and importance of attendance. Provide information related to any fieldtrips available to students to support College & Career Readiness.

3 Staff:

During ILT, this metric was discussed as the only metric that applied to middle school.

Action 1

Title: Career Cruising

Action Details:

Fort Miller will expose students to a variety of career opportunities through research presentations, field trips, career speakers so that they can develop a career awareness. Fort Miller will also promote character and workplace competencies through targeted implementation of Career Cruising Matchmaker assessments.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Students will participate in the Career Cruising Matchmaker Assessment to determine potential careers that they may be interested/skilled in. Upon completion students will identify and save the top 5 careers that they feel would best suit them.

Owner(s):

Academic Counselor

Timeline:

2018 Fall Semester

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

Students will revisit saved data from matchmaker and review in detail their skills/interest. Based on their interest/skills student will create life goals and identify potential careers will help them to reach their goals.

Owner(s):

Academic Counselor

Timeline:

2019 Spring Semester

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

TSA will monitor the African American Subgroup

Owner(s):

TSA

Timeline:

Weekly

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

Field Trips to colleges will be made available to all students to promote higher learning opportunities.

Owner(s):

Academic Counselor/VP

Timeline:

Monthly

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

Students will set learning goals and goals will be reviewed on a quarterly basis.

Owner(s):

Academic Counselor, History and Science Teachers.

Timeline:

Quarterly

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

Academic counselor will present career cruising in the History and Science classes.

Step by step instruction on how to navigate the career cruising program and selecting potential careers will be provided.

Supplies needed will include but not limited to tablets for each of the students and the computer based career cruising program.

Transportation costs for field trips.

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

Use of School Messenger to communicate when students will participate in Career Cruising.

Send home flyers explaining the benefits of career cruising and expected dates for utilizing the program.

Specify enhanced services for EL students:

The EL student population will be provided additional support within a smaller pull out groups to ensure understanding of career cruising/chosen career options.

Describe Professional Learning related to this action:

Academic Counselor will work closely with College and Career Readiness to ensure most up to date curriculum for career cruising is being appropriately accessed.

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	27.846	25.846
Suspensions Per 100	60.23	59.23

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

Monitoring system put in place to identify chronic absenteeism. Off staff makes phone calls home and refers for home visit if unable to contact parent/guardian. District Attendance Officer utilized when school staff is unable to make contact. Social/Emotional supports in place to support students. Parent/Student/School contracts made as a support for student attendance. SARB process followed.

Suspensions Per 100

Continued review of school and classroom expectations were highlighted in the first week boot camp advisory lessons. Discipline room established for daily monitoring of student referrals. Restorative conferences with students and teachers take place. COST Team meets weekly to review individual student needs. Social Emotional Team provides daily supports as needed for at-risk students. A student drop box with social emotional self referral was established to support students. Boxes are checked each our and support provided.

As of the end of the 3rd quarter suspensions are down 18% (62 suspensions) from previous year.

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

Chronic Absenteeism

Suspensions Per 100

Suspension percent of disproportionality grew each quarter based on suspension rate of the percentage of overall subgroup.

Quarter 1:

6.3% African American

6.7% Hispanic

4.1% White

Quarter 2:

15.9% African American

6.9% Hispanic

6.25% White

Quarter 3:

22.3% African American

10.9% Hispanic

6.9% White

Our current student population percentiles for each subgroup:

15.1% African American

64.7% Hispanic

23.26% White

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:

Quarterly suspension and attendance data is shared with SSC.

Quarterly data for suspensions:

Quarter 1: -31%

Quarter 2: -31%

Quarter 3: -17%

Quarterly data for Chronic Absenteeism:

Q1: 18.61% of students (110/591) are at or below 90% ADA

- Top 3 Disproportionality Groups

1. Foster Students, 5/16 at or below 90% ADA
2. White Students, 17/58 at or below 90% ADA
3. Homeless Students, 7/25 at or below 90% ADA

Q2: 21.68% of students (129/595) are at or below 90% ADA

- Top 3 Disproportionality Groups

1. Homeless Students, 9/25 at or below 90% ADA
2. Asian Students, 2/6 at or below 90% ADA
3. White Students, 17/55 at or below 90% ADA

Q3: 30.03% of students (188/626) are at or below 90% ADA

- Top 3 Disproportionality Groups

1. Homeless Students, 16/28 at or below 90% ADA
2. Asian Students, 1/2 at or below 90% ADA

2 ELAC:

Discussed resources provided to support reducing suspensions (additional SESS and RCA) and improving attendance (Spanish-speaking Office Assistant).

3 Staff:

Suspension data is shared with staff in weekly updates and is part of our ongoing PL's around behavior management.

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

Title I funds were limited. The majority of the funds were used to purchase/replace technology to support classroom instruction. Limited funds were also used to support SPED teachers release time to have time to assess students and complete IEP's as Case Management Prep was eliminated.

Action 1

Title: Chronic Absenteeism

Action Details:

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.

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

Weekly monitoring of attendance data by the Attendance Clerk, Office Assistant 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/Office Assistant or HSL will contact Tier 1 students to verify absences via phone or home visit.

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.

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.

Explain the 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 compact.

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

SART/SARB Meetings

Owner(s):

Attendance Clerk, Office Assistant, Principal, DPI

Timeline:

Daily

Specify enhanced services for EL 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.

Describe Professional Learning related to this action:

In the 2018-2019 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 success from intervention/acceleration to enrichment.

Action 2

Title: Suspension Rate

Action Details:

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 TSA to our SPED population, Assistant to the Counselor utilizing peer mediation strategies and Time to Teach and CHAMPS classroom strategies. Students will be required to participate in restorative conversations when conflict arises and upon re-entry from suspension. Intentional strategies will be put into place with individual students to support a positive change in their behavior. Fort Miller will also participate in a pilot program utilizing Community Justice Conferencing.

Reasoning for using this action:	<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

Monthly 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 semester

Owner(s):

Activities Director/MP

Timeline:

Monthly

Details: Explain the data which will specifically 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). Grades, attendance and behavior logs will be reviewed with each student who is sent to office.

Owner(s):

Admin, Academic Counselor, TSA

Timeline:

Weekly

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

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

Owner(s):

Academic Counselor and VP's

Timeline:

Weekly

Details: Explain the data which will specifically 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:

Weekly

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

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

Owner(s):

SESS/ VP/TSA

Timeline:

Weekly

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

HSL will work with parents to teach them how to use the Parent Portal.

Owner(s):

HSL/ COST

Timeline:

Weekly

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

Men's and Woman's 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 specifically 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/VP

[Timeline:](#)

Daily

[Details: Explain the data which will specifically 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/COST/VP

[Timeline:](#)

Weekly

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

TSA will provide supports to SPED students as well as students of disproportionality.

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

TSA/COST/VP

[Timeline:](#)

Weekly

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

Assistant to the Counselors will provide daily supports and restorative practices to students as needed with communication in place for all staff members. RCA defined duties will be communicated to all staff.

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

COST/Principal

[Timeline:](#)

Daily

[Details: Explain the data which will specifically 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/Office Manager/Activities Director

[Timeline:](#)

Monthly

[Details: Explain the data which will specifically 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 specifically 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:](#)

Daily

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

School 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 specifically 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/MP

Timeline:

Weekly

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

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

Owner(s):

Admin/TSA/Transition Teacher

Timeline:

Daily

Details: Explain the data which will specifically 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/MP/GLA

Timeline:

Daily

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

Men's and Woman's Alliance classes will access tutors to provide additional academic supports utilizing "Encourage Tomorrow" agency

Owner(s):

Alliance Teachers

Timeline:

Weekly

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.

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

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.

HSL will make home visits as needed to support school/family connection.

Specify enhanced services for EL students:

SESS and RCA's will provide tiered level of supports for EL students.

HSL will assist in communication to EL families.

SESS and RCA's will provide tiered levels of social/emotional support to Foster as well as Project Access students.

Describe Professional Learning related to this action:

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

Staff will be trained/refreshed on Levels of Behavior.

Staff will continue to be trained in Restorative Practices for full 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

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies - No Food, no incentives	9,962.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement - No Food, No Incentives	1,117.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for home visits by RCA and Attendance Clerk.	350.00
G4A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Office	0.4000	Support Spanish speaking parents, provide translation	19,648.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.4300		48,022.00
G4A1	LCFF: EL	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Office	0.6000	Support Spanish speaking parents, provide translation	29,468.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000		54,094.00

\$162,661.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0170 Fort Miller Middle (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			G1A2 Math Teacher subs	1,172.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher planning opportunities : G1A2	10,920.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology-tablets G1A2	14,981.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs G1A2	1,405.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies G1A2	17,005.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Computer Tablet Cart/Technology	1,840.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics/Planners	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher substitute salaries G1A2	536.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Equipment/Technology G1A2	3,475.00
G1A1	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	1,800.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Salaries G1A1	550.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies G1A1	5,700.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for buses	1,500.00
G2A1	Sup & Conc	Instruction	Direct-Maint			Maintenance	1,000.00
G2A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			NTAs/Falcon Nest	4,281.00
G4A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies - No Food, no incentives	9,962.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement - No Food, No Incentives	1,117.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			Mileage for home visits by RCA and Attendance Clerk.	350.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.4000	Support Spanish speaking parents, provide translation	19,648.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.4300		48,022.00
G4A1	LCFF: EL	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.6000	Support Spanish speaking parents, provide translation	29,468.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000		54,094.00

\$230,826.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$38,502.00
Sup & Conc	7090	\$150,795.00
LCFF: EL	7091	\$41,529.00
Grand Total		\$230,826.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$61,384.00
G2 - All students will engage in arts, activities, and athletics	\$6,781.00
G4 - All students will stay in school on target to graduate	\$162,661.00
Grand Total	\$230,826.00