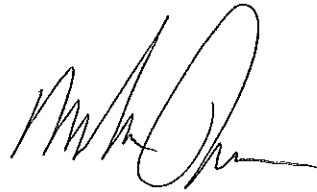


Fort Miller Middle

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 29, 2019

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
Plan Partnership	<i>Assurances for Comprehensive Support and Improvement Schools (CSI)</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

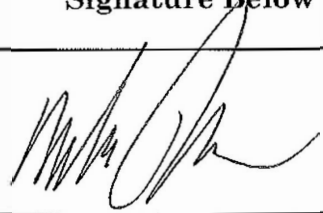

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Mike Jones	X				
2. Chairperson - Sylvia Molina				X	
3. Marcy Scharton		X			
4. Joshua Gehris		X			
5. Staci Lowe		X			
6. Jamie Schaffer		X			
7. Tria Boado-Blitz			X		
8. Sierra Facundo					X
9. Katrina Haemkeo					X
10. Rafael Ayala					X
11. Kendra Taylor				X	
12 Ashley Martin				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		3/20/2019
SSC Chairperson	Sylvia Molina		3/20/2019

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Fort Miller - 0170

ON-SITE ALLOCATION

3010	Title I	\$50,076 *
7090	LCFF Supplemental & Concentration	\$171,776
7091	LCFF for English Learners	\$39,624
3182	Comprehensive Support and Improvement	<u>\$202,230</u>
TOTAL 2019/20 ON-SITE ALLOCATION		\$463,706

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,926
Remaining Title I funds are at the discretion of the School Site Council	<u>\$48,150</u>
Total Title I Allocation	\$50,076

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence based strategies aligned to state identification.
- ❖ Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
 - CSI manager III assigned to school site to support CCI data monitoring.
 - Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- ❖ Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.

Fort Miller Middle 2019-2020 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	14.705 %	13.162 %	2017-2018	20.162 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	9.163 %	5.47 %	2017-2018	12.47 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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 13.5% from Interim I to II with a 17.2% growth from Interim II last year to this year. Our 8th grade Interim results show a 4% growth from Interim I to II with 7.5% growth from Interim II last year to this year. We have Co-teach support with SPED teachers that provide additional instructional support for 2 of 10 sections in each grade level.

The schoolwide focus on literacy produced good gains as shown on interim assessments and school culture. It is clear that our ILT meetings and CFAs led to more alignment in instruction. Our previous goals were to leverage CFAs for the purpose of reviewing data and designing instruction based on results. Our Co-teaching structures have also been effective in increasing scores. Teachers also shared work samples through PLCs and evaluated assessment strategies to ensure consistency in practices and implementation of the curriculum.

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

Interim I and II data shows growth in Math. In 7th grade we see a growth of 6% from Interim I to II with 7AC scoring at the highest percentage in district at 91.7%. Our 8th grade Interim results show a 17.8% growth from Interim I to II with 18.7% growth from Interim II last year to this year. Our Algebra section grew 83.7% from Interim II last year to this year. We have Co-teach support with SPED teachers that provide additional instructional support for 2 of 10 sections in each grade level. Staffing for this year added one additional teacher to Math teacher thus lowering class size. We also received a TSA to support Math.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

Due to a lack targeted instruction for AA subgroup, AA subgroup dropped -8.2 % in Meeting/Exceeding while school wide growth was 3.7%

Due to greater alignment between Sped and Gen Ed teachers in co-teaching and ACs, SPED grew 2.6%

Due to a lack of PL time to support the development of instruction practices targeted specifically for the improvement of AA students, 7th Grade AA student answered 5.4% less answers correct on interim 2 when compared to other subgroups.

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

2018-2019 Disproportionality for African American student in Accelerated Math and Algebra

There are only 4 AA student enrolled in 7th grade accelerated math and only 9 students in 8th grade Algebra.

AA subgroup grew 10.1% in Meeting/Exceeding while school wide growth was 13.7%

SPED grew 4.8%

Acceleration 7th Grade AA student answered 4% more answer correct on interim 2 compared to other

The use of our TSA as a Math support to all classes yielded an increase in scores. The ILT meetings also provided a forum for the discussion of best practices across the curriculum which benefited Math. Teachers shared work samples through the PLCs and evaluated assessment strategies to ensure consistency in instructional and evaluation practices.

subgroups

7th Grade AA students answered 0.7% less answers correct on interim 2 when compared to other subgroups

8th Grade AA students answered 2.8% less answers correct on interim 2 when compared to other subgroups

Algebra 1 8th Grade AA students answered 8.9% more answers correct on interim 2 when compared to other subgroups

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Title I funds were limited. The majority of the funds were used to purchase/replace technology to support classroom instruction. This use of funds allowed teachers to provide engaging and relevant lessons that led to an increase in ELA and Math scores.

This year funds will be used to provide extended opportunities for at-risk students to gain literacy through:

After school/extended day courses that use Kahn Academy

Before school/early day courses that use Kahn Academy

A literacy course designed to improve reading, writing and listening for designated students. This will be an ELA block for students in need.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

SPSA will continue to focus on good first teaching. Math and ELA will focus on grade level content standards with the second semester backward mapped to targeted SBAC content standards.

AA students will be targeted for extensive ELA and Math remediation programs such as after school tutorial, lunch tutorial, and specially designed ELA classes where teacher has specialty in language acquisition for low performing students.

AA students will be encouraged to take advantage of remediation programs around the district such as AAAA summer bridge program.

Monthly check-ins by Admin and Counselor to monitor progress towards attaining ELA and Math standards

PL for teachers to improve engagement with AA students and ways to meet their diverse needs.

Math teams will seek AA students who are "nearly meeting" and provide targeted supports

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:
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.	Site made multiple attempts to have a ELAC Mtg. Limited to know parent participation.	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.

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. Specific Low Performing Student groups will be established for RTI focus groups

Owner(s):

VP/Teachers
Lead Teachers will review and report to ILT

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):

Academic Counselor / GLA/VP will organize and prepare for tutoring

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/Admin/Staff

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):

Teachers

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):

Teachers

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/VP/GLA

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

AC team will study evidence of student learning and 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. Academic tutorial will be advised at lunch with parent notification.

Owner(s):

Academic Counselor/Teachers

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

Teachers and 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 AfterSchool tutoring in the Library will be offered to students with D or F's in ELA and Math. And specific attention to our identified sub groups-African American Males, EL, foster youth, group home students.

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 IReady 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

Teachers/ Guidance Learning Advisor will administer ELPAC to all EL students for redesignation.

Owner(s):

GLA-Test Coordinator/Teachers

Timeline:

February-March

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

If funds are available study trips will be taken to align with core themes of GVC.

Owner(s):

Teachers, Admin

Timeline:

On-Going

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

Release planning time will be scheduled for teachers to map out content by module along with CFA writing and data analysis.

Owner(s):

Teachers, Admin

Timeline:

Quarterly

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

A extra ELA teacher will be used to lower class size to insure supports for all students.

Owner(s):

Teachers

Timeline:

On-Going

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

School Site Council will provide monitoring of all stated school wide academic goals in ELA and Math. SSC will meet to discuss strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through research and collaboration.

Owner(s):

SSC

Timeline:

Monthly

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.

Nearpod and Iready will directly support EL, Sped, and low achieving students by providing:

- Concise assessment data
- Suggestions to teachers for lesson designed to meet student specific needs
- Self monitoring by students to keep track of their progress
- High quality engagement activities and lessons to improve student motivation

CORE novels will be purchased to enhance instructional rigor through text complexity.

Office 365 Teams 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.

Enrichment Trips will be funded aligned with content units as funding is available.

Social Emotional Learning Curriculum will be purchased to support student learning.

Study trips aligned to GVC will be funded to enhance student learning.

Specify enhanced services for EL students:

The use of CSI funding will allow for supplemental contracts for extended literacy opportunities for students in the following areas:

- Peer Tutoring
- Visual aides and manipulatives
- Use of graphic organizers
- Students will have greater opportunities to access the curriculum and master core skills in ELA
- Teacher strategies will include:
- Cooperative groupings for EL students
- Section dedicated to EL students.
- A course designed for students who have literacy struggles which will be paired with their regular ELA course.

The above actions will lead to higher literacy scores on local and state assessments and an improvement in student overall grades.

Specify enhanced services for low-performing student groups:

Flexible grouping as needed to deepen and extend learning (tutorial) for Sped students in Co-teach models.

Partnering with the African American Academic Acceleration program to bring motivational and tutoring services on campus for AA students struggling in ELA and Math which will use technology to connect to Kahn Academy and access research sources to improve literacy.

Enhanced technology will give Sped students practice using software tools to access the curriculum such as editing, highlighting, annotating, and speech to text software.

Access to equipment and software- iready and nearpod. To track students data and implement student-paced learning. Both EL and students struggling with literacy will benefit from the enhanced assessment tools and the delivery of lesson suggestions found in both softwares.

Small group tutorial through the Library After School Tutorial Program. Focus on research based strategies to support individual student needs. Utilizing Khan Academy for additional support in Math.

Academic Center in Room 41 - with Academic Counselor daily at lunch, will support our student academically, as well a place for students to be with a smaller population giving them a sense of connectedness.

PL conferences will help staff align a streamlined social emotional learning system that meets the needs of Tier III students by providing strategies for intensive SEL curriculum and structures for slow release.

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

Use School messenger to communicate upcoming assessments to parents

Principal will update Fort Miller Community at School wide Title 1 meetings and School Site Council/English Language Advisory Meeting

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 will be utilized by teachers.

Fort Miller will host a parent night for families of EL students to provide strategies for student support . This will improve EL student achievement by equipping parents to support their child's progress.

Parent connection meetings for families of students who have Tier 2 and Tier 3 needs. These meetings will provide parenting strategies, inspirational speakers, and team building activities for families to help meet the students' needs.

Rise Banquet will celebrate African American students and their families who maintain a cumulative 3.0 gpa, perfect attendance, and high goal 2 engagements.

Chicano Latin and Spanish Speaking Association end of year celebration for CLASSA members and their families. A large portion of our EL population frequents the CLASSA club.

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

CF Pivot Team will collaborate to provide coaching and professional learning to support student performance

[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.

Professional learning for unbound ed and will leverage the PLC institute to improve strategies for literacy improvement.

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 Social Emotional Learning, 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 and Co-teachers.

Professional learning day for ELA and other core subjects to develop common activities, assessments and practices to ensure all students receive the same rigor in reading, writing, and speaking. Tier 1 students will benefit from the general implementation of practices. Tier 2 students will benefit from the strategic activities designed to improve literacy while meeting their social emotional learning needs.

CF Pivot Team will collaborate to provide coaching and professional learning to support student performance

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 swill 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: 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

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/AAA Mentor

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/Admin/Teachers

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

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 students.

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

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

Math assessment tool will be utilized to identify math readiness and progress monitoring.

Owner(s):

Teacher

Timeline:

Quarterly

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

Professional learning will be made available for math teachers to support instruction this will include professional learning conferences.

Owner(s):

Teachers, Admin

Timeline:

Ongoing

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

Release planning time will be scheduled for teachers to map out content by module along with CFA writing and data analysis.

Owner(s):

Teachers, Admin

Timeline:

Quarterly

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

Math tools will be utilized to support student learning such as but not limited to graphing calculators, white boards, etc

Owner(s):

Teachers, Admin

Timeline:

Ongoing

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

If funds are available additional instructional supports such as graphing calculators, manipulatives etc will be purchased.

Owner(s):

Teachers, Admin

Timeline:

Ongoing

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

If funds are available study trips will be taken that align with GVC to enhance student learning.

Owner(s):

Teachers, Admin

Timeline:

Ongoing

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

School Site Council will provide monitoring of all stated school wide academic goals in ELA and Math. SSC will meet to discuss strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through research and collaboration.

Owner(s):

Timeline:

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.

Math tools will be utilized to support student learning such as but not limited to graphing calculators, white boards, etc.

Study trips aligned to GVC to enhance student learning.

School will use nearpod and iredady to engage students in high quality and relevant lessons while using the concise assessment data derived from iredady to meet the literacy needs of EL, Sped, and AA students.

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.

Specify enhanced services for low-performing student groups:

We will use the new technology to allow Sped students access to the curriculum with the ability to design grade level scaffolded activities that will help them meet their IEP, district and state goals.

Technology will allow EL students to listen to lessons at their pace and receive structured step by step guidance for all levels of math. .

Flexible grouping as needed to deepen and extend learning

Access to equipment and software

Small group tutorial through the Library After School Tutorial Program. Focus on research based strategies to support individual student needs. Utilizing Khan Academy for additional support in Math.

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.
- Remind App to enhance communication with families.

Academic Center in Room 41 - with Academic Counselor daily at lunch.

CF Pivot Team will support analyzing data, diagnosing needs, and providing services to help with growth.

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.
 - The above will meet the needs of our EL students by providing the multiple modality support necessary for them to acquire proficient math skills.
 - Sped students will receive an array of high quality lessons that help build background knowledge and tools for accessing expected skills.
- CF Pivot Team will collaborate to provide coaching and professional learning to support student performance**

2019-2020 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	Parent Participation	Mat & Supp			Goal 1 and 4 to better support parent engagement at our site. No food or incentives.	1,929.00
G1A1	ESSA School Imp	Instruction	Teacher-Supp			EL supports/ ELD standards training. Targetting tier 111 students to guide additional support all pieces of the ELD standards, but focusing on Listening and speaking.	1,399.00
G1A1	ESSA School Imp	Instruction	Teacher-Supp			Staff will return 1 day early for an increased amount of Professional Development. Professional development to target Tier III students and roll out supports on campus.	12,173.00
G1A1	ESSA School Imp	Instruction	Travel			: PLC institute and Unbound Education conference.	75,000.00
G1A1	ESSA School Imp	Instruction	Direct-Graph			: Planners for the student to guide engagement in the classroom and reflection of what they have learned. Engaging students in the content of the day in each class.	5,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Not Limited to, but can be used for Material's Supplies, Science Music, Office Supplies.	50,222.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance for Tablets as well as other items.	2,840.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Tables, Chairs, and Table cloths	3,161.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors at least 2	1,486.00
G1A2	ESSA School Imp	Instruction	Teacher-Supp			All teachers will receive 4 planning days, one for each quarter. Allowing backward mapping and targeting tier 111 students.	20,491.00
G1A2	ESSA School Imp	Instruction	Bks & Ref			: Use the information to target Tier 3 students and assess their needs. Used but not limited to iready and nearpod. If this happens to be covered by another budget, this will be dedicated to academic enrichment trip for our tier 3 students.	28,500.00
G1A2	ESSA School Imp	Instruction	Nc-Equipment			Every student has a device in each classroom and projectors are all working, speakers for the classroom. Targeting our tier III Population, to support students in the growth of academic achievement.	14,981.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Used for AC's, ILT, and backward mapping for departments. TV from Purchasing.	3,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Posters, Certificates, and Signage.	2,500.00

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (Locked)

\$223,182.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	99.801 %	77.955 %	2017-2018	84.955 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

WEB Launch August 2017, with student leaders focused on GOAL 2 student engagements. This was moderately successful in meeting our overall target. It served as the ground work for future launches. There was a high level of student engagement.

CLUB RUSH - Staff Participation in being Club Sponsors

1st Semester 12 active Clubs on campus

2nd Semester 12 active Clubs on campus

Survey through Advisory Classes and Leadership Classes on student interests for Clubs

Relationship Building of Club Sponsors with students

Second WEB Launch August 2018 was successful. New plans to launch WEB 2019 and a full 7th grade only day in which leadership and teachers will meet with incoming 7th graders.

Quarterly celebrations of sports and academics

/Quarterly fun days combine with new club launches to keep students engaged

Noontime organized sports each quarter

The WEB Launches have been successful. We now have the staff buy-in and structures in place to support a launch that provides opportunities for students to lead, new students with an opportunity to grow, and teacher with an opportunity to connect with students and families in a greater way.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

Due to a lack of culturally relevant activities, clubs, and events, African American, Chicano Latin, and Spanish Speaking, and Sped students are not meeting expected levels for attendance and connection to clubs, sports and extracurricular activities.

African America students were engaged as a whole group without an active Black Student Union due to a lack of staffing and other supplemental supports. African American students visited Fresno State, participated in the African American Leadership Conference and produced a Black History program. However, a lack of an active BSU and other staff supports has caused for unsatisfactory engagement among AA students.

Established CLASA club which is meeting the needs of 25% of Mexican American students even though our overall hispanic population is 67%

To increase engagement among Mexican American males, established a club, Brown Boys, specific for this population through the advisories.

2019 plans for CLASA and BSU launches with field trips to encourage self awareness and identity which will lead to greater engagement in other extracurricular activities.

Mentorship program through Men's Alliance targeting 7th grade students who have leadership potential and training them to be mentors for upcoming 6th graders

School-teacher sponsored clubs during lunch and afterschool have engaged

In response to a lack of mentorship opportunities, we are continuing to develop the mentorship program with Fresno High students mentoring our at-risk students.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There will be a difference in allocated funds towards celebrations and noon time activity equipment. Supplies for WEB launches and 7th grade first day activities will also cause an increase in distributed funds. All 7th graders will come to school a day early to participate in:

Meeting teachers

Receiving syllabus

Having expectation assembly

Club rush for joining clubs

Team building activities

SEL lesson

Rally for school spirit

Having a whole day of engagement activities will increase student connection to the relationships that support a healthy school wide culture.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Admin will set a plan in place for quarterly awards assemblies

Activities director will work cooperatively with admin to organize 7th grade first day activities

Activities director will facilitate the promotion of club sponsorships by teachers to recruit students.

We will purchase new sound equipment and lighting equipment to enhance the quality of awards assemblies, celebrations, and community events.

If funding is available we will provide funds for CLASA and RISE banquets which acknowledge the achievements of Latin and African American Students

We will set aside funding for 8th grade and 7th grade trips to connect students to future careers and colleges.

Funding will be used to fund awards for quarterly awards assemblies and athletic assemblies

Step 4: Stakeholder Involvement. 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 Student Representative had request for Art Class

2 ELAC:

Share Clubs, Sports, and other extracurricular opportunities

3 Staff:

Staff encouraged to sponsor a club. Discussed the importance of

Goal 2 participation rate and club involvement was discussed each meeting.

available for their student(s).

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.

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:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Quarterly 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. Celebrations will memorialize success in Goal 2 sports and activities

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, CLASA 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, RCA

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 Climate 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 and High Quality Institute 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

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

If funds are available multi-media equipment will be purchased for the cafeteria and gym to enhance student performances and club activities.

Owner(s):

Admin

Timeline:

On-going

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 motivational messages 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.

Supplemental support for privilege day to ensure all students are engaged at a high level throughout each quarter to ensure maximum amounts of students can participate during privilege day.

NTA or RCA with a focus on increasing engagements campus wide.

PLs to ensure motivational messaging is consistent among staff.

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

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 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

Rise Banquet will celebrate African American students and their families who maintain a cumulative 3.0 gpa, perfect attendance, and high goal 2 engagements.

Chicano Latin and Spanish Speaking Association end of year celebration for CLASSA members and their families.

Specify enhanced services for low-performing student groups:

Staff will engage low performing students school wide through advisory lessons that motivate students to get engaged

Teachers will adopt one or more students who are not engaged and commit to meeting with them periodically to support engagements across the campus in clubs, extracurricular activities, and other opportunities for growth

Climate and Culture Leader will run the engagement report monthly to focus on unengaged students and hold meetings with them about getting involved.

CF Pivot Team will support analyzing data, diagnosing needs, and providing services to help with growth.

Describe Professional Learning related to this action:

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.

2019-2020 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	Teacher-Subs			Pay Subs for Leadership/web teachers for privilege day and spring play day.	1,883.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Mascot and Inflatable Falcon tunnel.	2,500.00
G2A1	Sup & Conc	Instruction	Direct Trans			Direct Transportation for the following, but not limited too. Feeder schools, Six Flags, Clasa Trip, Wild Water, A's Trip, Exploratorium trip.	4,000.00
G2A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			SRO/NTA/ FALCON's Nest	4,372.00

\$12,755.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 8th Grade	35.5 %	1.929 %	2017-2018	42.929 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 8th Grade

This is the only goal for middle school aligned to SPSA.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Exposure to Careers - 8th Grade

Exposure to Careers African American subgroup will be an element monitored by our Vice Principal. Our Academic Counselor will monitor the Hispanic subgroup.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Our designated classroom to work with groups of students was not established and until November. We were able to order a complete computer cart and enough furniture to house groups of 30+ for career cruising and academic counseling.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

With the addition of a Career Center on campus our Academic Counselor has been able to meet with all students in developing a career pathway plan utilizing Xello Matchmaking software. The Career Center has also been made available for academic counseling and support at lunch and after school.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2 ELAC:

3 Staff:

During our March 14th SSC meeting this metric was discussed. All metrics were shown with this as the only metric that applied to middle school.

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

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 Xello 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 Xello 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:

2019 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 that will help them to reach their goals.

Owner(s):

Academic Counselor

Timeline:

2020 Spring Semester

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

Vice Principal and AAA Mentor will monitor the African American Subgroup

Owner(s):

VP/AAA Mentor

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/MP

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. Incentives will be provided for students who meet or exceed their learning goals.

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 Xello Career Matchmaker in the History and Science classes.

Step by step instruction on how to navigate the Xello 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 Xello program.

Transportation costs for field trips.

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 Xello options.

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 low-performing student groups:

Academic Counselor will work with all low performing students to set academic goals for each quarter. Counselor will also provide additional support utilizing Xello Career Matchmaker to identify positive skills for each student. Our Academic Counseling Center will also be utilized by classroom teachers and our Academic Counselor to provide additional academic supports.

CF Pivot Team will support analyzing data, diagnosing needs, and providing services to help with growth.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	25.846 %	37.249 %	2017-2018	35.249 %
Suspensions Per 100	59.23 %	43.657 %	2017-2018	42.657 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

The unified multi-tiered systems put in place this year were effective in improving student attendance. Although we work with a transient population, the majority of students and families responded well to the systems. Monitoring system put in place to identify chronic absenteeism was also successful. The office staff made phone calls home and made referrals for home visits if unable to contact parent/guardian. District Attendance Officer was utilized when school staff was unable to make contact. Social/Emotional supports were in place to support students in need which showed some gains in student attendance. Parent/Student/School contracts made as a support for student attendance. SARB process followed. More engagement will be offered to further engaged students in our site. Begin branding our school to encourage students involvement, Big event for 1 home game a quarter all students invited. Providing a mentorship program to promote their engagement.

Suspensions Per 100

The multi-tiered system for students who engage in escalating behaviors showed some success. Although suspensions and rate was higher than expected, the system itself continued to improve throughout the year which showed an improvement in overall suspension. We did not fully implement the Falcon Way plan, however, we did implement strategies suggested by Climate and Culture team which provided consistency in expectations school wide. Continued review of school and classroom expectations were highlighted in the first-week boot camp advisory lessons. Discipline assemblies in the 1st semester and 2nd semester. Discipline room established for daily monitoring of student referrals based on MTSS levels of behavior. First semester data shows a 27% reduction in students sent out of our class. 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 hour and support provided. (Tentative new system under development using google forms, to better serve our students and their SEL needs).

As of the end of the 3rd quarter, we have seen a 40 suspension reduction compared to the first semester of

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

Chronic Absenteeism data as of the end of the third quarter shows an overall reduction in our three-year trend;

16/17 27.8%

17/18 37.2%

*18/19 26.1%

18/19 school year not finished.

African Americans Daily Attendance

16/17 90.36%

17/18 90.46%

18/19 91.40%

Hispanic Daily Attendance

16/17 92.04%

17/18 89.67%

18/19 91.44%

White Daily Attendance

16/17 88.80%

17/18 87.58%

18/19 89.43%

the school year.

Focus on Advisory

Tier I all student all students will take part in advisory.

Tier II- Advisory with a specific focus on social-emotional and 15 minutes of additional support as a whole class in electives.

Tier III- Will be in a specialized group for advisory with the support of our social-emotional team and admin.

Special Ed Daily Attendance

16/17 91.04%

17/18 90.18%

18/19 91.79%

Our site has an increase in late buses on an average of 2 or more buses a week. This may not be the sole issue, however, it adds to the number of students Tardy or absent to first period.

All subgroups show a reduction in absenteeism with the except our white subgroup that shows an increase.

With the hire of CWA and the use of RCA, there will be additional home visits and SEL supports that will be used to encourage our students to be at a school.

To decrease the number of students who are absent, we are developing a culture on campus by branding, purchase of a mascot, Falcon tunnel, and having a quarterly incentive for all students to attend a game will lead to an increase in overall student attendance.

Using connectedness on campus by establishing a mentorship program in place to support our Tier III, students.

Encouraging students to become a part of a club.

Suspensions Per 100

Suspension percent of disproportionality shows a reduction in all subgroups. Three year trend shows a reduction of suspensions based on incidents per 100.

16/17 48.51

17/18 43.66

*18/19 31.37

*18/19 school year not finished.

AA student account for 23.9% of suspension but are approximately 15% of overall school population.

Our focus will be connecting students to our school by extending our culture. Some ideas may include, but are not limited to branding of our school site and targetting tier III students to be connected to a club, mentorship program, and/or alliance groups. When growth is seen a sustained there will be incentives for students. Supporting bodies will include but are not limited to the new hire of CWA, RCA, Office staff, and Admin team.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Title I funds were limited. Limited resources due to not having an HSL, to help support Chronic Absenteeism. We do have a District CWAS, who runs ARC meetings to let students know what their attendance rates. There were a number of students who were surveyed as to why they like to come to school and having a friend and a supportive teacher was on the list. Suspension lack of staffing to support the number of students who need additional supports on campus for various reasons.

School implemented school-wide celebrations for attendance, grades, and engagements.

Attendance clerk ensured that addresses and telephone numbers were confirmed before enrolling students which has led to more students being able to have transportation to school, being located in our zone.

Team engaged the topic of absenteeism through a stakeholders meeting through DPI to explore reasons student are absent.

Team worked with transportation to ensure our buses are on-time and have enough space for students who previously were left behind or missed the bus.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Looking to hire a CWA or have our current site funded RCA have dual roles to better support our students who are not present at school. Our site will implement a number of different strategies that will support students, such as tiered level of Social Emotional supports, really focusing on student accountability and asking for help. Using enrichment trips to deter from negative behaviors.

Step 4: Stakeholder Involvement. 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 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.

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

Action 1

Title: Chronic Absenteeism

Action Details:

Fort Miller recognizes that attendance is a critical component for student success. In the 2019-2020 academic school year, Fort Miller will continue to develop a unified multi-tiered system of interventions for attendance. Through proper utilization of our Social Workers and Resource Counselor Assistant, we will be able to leverage the amount of support to encourage improved students 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 provide 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 Administrative team, 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, CWAS and CWA 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. Unexcused absences cannot be cleared after the DPI letter is mailed.

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, Office Assistant, Principal,
RCA,CWA

Timeline:

Daily

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

School Site Council will provide monitoring of all stated school wide climate and culture for absenteeism and suspensions. SSC will meet to discuss strategies to improve student attendance, family engagement, and decreasing suspensions. .

Owner(s):

SSC, Principal, RCA, CWA, Attendance Clerk

Timeline:

Monthly

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.

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.

Specify enhanced services for low-performing student groups:

School year 18/19

Quarter 2

White 17/55

Asian 2/6

Homeless 9/25

Quarter 3

16/28 Homeless

Asian 1/2

With the hire of CWA and the use of RCA, there will be additional home visits and SEL supports that will be used to encourage our students to be at a school.

Developing a culture on campus by branding, purchase of a mascot, Falcon tunnel, and having a quarterly incentive for all students to attend a game.

Establishing a mentorship program in place to support our Tier III.

Encouraging students to become a part of a club.

CF Pivot Team will support analyzing data, diagnosing needs, and providing services to help with growth.

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 an attendance compact.

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

Use of Remind 101 to help support onsite activities.

Home visits when necessary

SART/SARB Meetings

Describe Professional Learning related to this action:

In the 2019-2020 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.

CF Pivot Team will collaborate to provide coaching and professional learning to support student performance

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 with 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. Success meetings will occur when students return from suspension. Intentional strategies will be put into place with individual students to support a positive change in their behavior. Fort Miller will continue to work with Community Justice Conferencing and purchase curriculum and materials for professional development.

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

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/VP

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, RCA

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/RCA

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 the role of students enrolled with more opportunities for exposure to leadership roles. Students will go on engagement trips throughout the year to expose our students to team building activities as well as increased leadership roles.

Owner(s):

Alliance Teachers/Admin Staff

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 Psychologist 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/MP/Pysch/RCA

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

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

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

Owner(s):

Admin/TSA/Transition Teacher/RCA

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/VP/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

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

Target AA students for intervention classes on SEL learning to decrease the likelihood of suspension. Target goal of 15% for the 2019/2020 school year.

Owner(s):

Vice Principals

Timeline:

Monthly

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 enhanced services for EL students:

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

Bilingual Office assistance will assist in communication with EL families.

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

Specify enhanced services for low-performing student groups:

Time to Teach, peer mediation, and Champs will decrease Tier 1 and 2 teacher referrals for discipline and increase student engagements. The *current rate for 18/19 is 31.37%, of those the subgroup of AA is at 23.9%. Our focus will be connecting students to our school by extending our culture. Some ideas may include, but are not limited to branding of our school site and targetting tier III students to be connected to a club, mentorship program, and/or alliance groups. When growth is seen a sustained there will be incentives for students. Supporting bodies will include but are not limited to the new hire of CWA, RCA, Office staff, and Admin team.

CF Pivot Team will support analyzing data, diagnosing needs, and providing services to help with growth.

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 the process as needed.

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

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

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 Climate and Culture, 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.

Climate and Culture will train staff on class meeting protocol and instructional strategies. Safe and Civil Team will create and develop advisory based on behavioral expectations

CF Pivot Team will collaborate to provide coaching and professional learning to support student performance

2019-2020 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	ESSA School Imp	Instruction	Nc-Equipment			: Materials/Supplies for electives courses & parent involvement Targeting our tier III students suspensions, absenteeism, that draws a cultural connectedness to our campus. Encouraging students to be at school and stay at school.	18,176.00
G4A1	ESSA School Imp	Instruction	Subagreements			*Other* PS Signage with install : School Connectedness/CHAMPS. Signs must be academic and instructional based. Proofs provided to check compliance.	26,010.00
G4A1	Sup & Conc	Instruction	Local Mileag			Mileage connected to home visits	350.00
G4A1	Sup & Conc	Instructional Supervision & Adm	CI&Tech-Reg	Assistant, School Office	0.4000	Support Spanish speaking parents, Provide translation.	23,318.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.4300		50,668.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn I	0.4375		16,891.00
G4A1	LCFF: EL	Instructional Supervision & Adm	CI&Tech-Reg	Assistant, School Office	0.6000	Support Spanish speaking parents, Provide translation.	34,977.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.8391		48,147.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.1609		9,232.00

\$227,769.00

2019-2020 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	Parent Participation	Mat & Supp			Goal 1 and 4 to better support parent engagement at our site. No food or incentives.	1,929.00
G1A1	ESSA School Imp	Instruction	Teacher-Supp			EL supports/ ELD standards training. Targetting tier 111 students to guide additional support all pieces of the ELD standards, but focusing on Listening and speaking.	1,399.00
G1A1	ESSA School Imp	Instruction	Teacher-Supp			Staff will return 1 day early for an increased amount of Professional Development. Professional development to target Tier III students and roll out supports on campus.	12,173.00
G1A1	ESSA School Imp	Instruction	Travel			: PLC institute and Unbound Education conference.	75,000.00
G1A1	ESSA School Imp	Instruction	Direct-Graph			: Planners for the student to guide engagement in the classroom and reflection of what they have learned. Engaging students in the content of the day in each class.	5,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Not Limited to, but can be used for Material's Supplies, Science Music, Office Supplies.	50,222.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance for Tablets as well as other items.	2,840.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Tables, Chairs, and Table cloths	3,161.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors at least 2	1,486.00
G1A2	ESSA School Imp	Instruction	Teacher-Supp			All teachers will receive 4 planning days, one for each quarter. Allowing backward mapping and targeting tier 111 students.	20,491.00
G1A2	ESSA School Imp	Instruction	Bks & Ref			: Use the information to target Tier 3 students and assess their needs. Used but not limited to iready and nearpod. If this happens to be covered by another budget, this will be dedicated to academic enrichment trip for our tier 3 students.	28,500.00
G1A2	ESSA School Imp	Instruction	Nc-Equipment			Every student has a device in each classroom and projectors are all working, speakers for the classroom. Targeting our tier III Population, to support students in the growth of academic achievement.	14,981.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Used for AC's, ILT, and backward mapping for departments. TV from Purchasing.	3,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Posters, Certificates, and Signage.	2,500.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Pay Subs for Leadership/web teachers for privilege day and spring play day.	1,883.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Mascot and Inflatable Falcon tunnel.	2,500.00
G2A1	Sup & Conc	Instruction	Direct Trans			Direct Transportation for the following, but not limited too. Feeder schools, Six Flags, Clasa Trip, Wild Water, A's Trip, Exploratorium trip.	4,000.00
G2A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			SRO/NTA/ FALCON's Nest	4,372.00
G4A1	ESSA School Imp	Instruction	Nc-Equipment			: Materials/Supplies for electives courses & parent involvement	18,176.00

G4A1		Instruction	Nc-Equipment			Targeting our tier III students suspensions, absenteeism, that draws a cultural connectedness to our campus. Encouraging students to be at school and stay at school.	18,176.00
G4A1	ESSA School Imp	Instruction	Subagreements			*Other* PS Signage with install : School Connectedness/CHAMPS. Signs must be academic and instructional based. Proofs provided to check compliance.	26,010.00
G4A1	Sup & Conc	Instruction	Local Mileag			Mileage connected to home visits	350.00
G4A1	Sup & Conc	Instructional Supervision & Adm	CI&Tech-Reg	Assistant, School Office	0.4000	Support Spanish speaking parents, Provide translation.	23,318.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.4300		50,668.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	0.4375		16,891.00
G4A1	LCFF: EL	Instructional Supervision & Adm	CI&Tech-Reg	Assistant, School Office	0.6000	Support Spanish speaking parents, Provide translation.	34,977.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.8391		48,147.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.1609		9,232.00
							\$463,706.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$50,076.00
ESSA School Imp	3182	\$202,230.00
Sup & Conc	7090	\$171,776.00
LCFF: EL	7091	\$39,624.00
Grand Total		\$463,706.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$223,182.00
G2 - All students will engage in arts, activities, and athletics	\$12,755.00
G4 - All students will stay in school on target to graduate	\$227,769.00
Grand Total	\$463,706.00