

**Fort Miller Middle**

10621666057293

Principal's Name: Abraham Olivares

Principal's Signature:

*Abraham Olivares*

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
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>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

<b>District Goals</b>	
<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 School 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 and Family 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 School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Abraham Olivares</b>	X				
2. <b>Chairperson – David Weber</b>		X			
3. <b>Clarissa Levya</b>		X			
4. <b>Amanda Horvath</b>		X			
5. <b>Ellen Fogarty Miller</b>			X		
6. <b>Andriana Scherrer</b>			X		
7. <b>Juan Castillo</b>				X	
8. <b>Syonna Manning</b>					X
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>4/23/2020</u> .

**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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
<b>Principal</b>	Abraham Olivares	<i>Abraham Olivares</i>	05/27/2020
<b>SSC Chairperson</b>	David Weber	<i>David Weber</i>	5/27/2020

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 2020/21

Fort Miller - 0170

**ON-SITE ALLOCATION**

3010	Title I	\$59,940 *
7090	LCFF Supplemental & Concentration	\$171,516
7091	LCFF for English Learners	\$39,624
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$271,080</b>

\* 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	\$1,998
Remaining Title I funds are at the discretion of the School Site Council	\$57,942
Total Title I Allocation	\$59,940

## Fort Miller Middle 2020-2021 - 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)	20.162 %	14.423 %	2018-2019	21.423 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	12.47 %	4.992 %	2018-2019	11.992 %
One D or F on Any Report Card (grades 2-12)		76.127 %	2018-2019	69.127 %
SBAC ELA Distance from Level 3 (African American)		-122.5 pts	2018-2019	-107.5 pts
SBAC Math Distance from Level 3 (African American)		-182.2 pts	2018-2019	-167.2 pts
SBAC ELA Distance from Level 3 (White)		-82.8 pts	2018-2019	-67.8 pts
SBAC Math Distance from Level 3 (White)		-134.4 pts	2018-2019	-119.4 pts
SBAC ELA Distance from Level 3 (English Learner)		-113.1 pts	2018-2019	-98.1 pts
SBAC Math Distance from Level 3 (English Learner)		-175.7 pts	2018-2019	-160.7 pts

**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)

- This was an increase from the previous year.
- Focus on PLC's
- CFA's
- Quarterly grade level planning

#### SBAC ELA Distance from Level 3 (African American)

- The number is still in the negative, but there was an increase which shows we are closing the

**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)

All below are cohorted; about 14.5%

- This was an increase from the previous year.
- Focus on PLC's
- CFA's
- Quarterly grade level planning

#### SBAC ELA Distance from Level 3 (African American)

achievement gap.

- Use iReady data and interventions from iReady diagnostic data to plan targeted instruction.
- Focus on PLC
- CFA's
- Quarterly grade-level planning

**SBAC ELA Distance from Level 3 (English Learner)**

- The number is still in the negative, but there was an increase which shows we are closing the achievement gap.
- Focus on PLC.
- ELD class with the use of the specified National Geographic Curriculum.

**SBAC ELA Distance from Level 3 (White)**

- The number is still in the negative, but there was an increase which shows we are closing the achievement gap.
- Use iReady data and interventions from iReady diagnostic data to plan targeted instruction.
- Focus on PLC
- CFA's
- Quarterly grade-level planning

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

- This was an increase from the previous year.
- Focus on PLC's
- CFA's
- Quarterly grade level planning
- Use iReady data and interventions from iReady diagnostic data to plan targeted instruction.

**SBAC Math Distance from Level 3 (African American)**

- The number is still in the negative, but there was an increase which shows we are closing the achievement gap.
- Use iReady data and interventions from iReady diagnostic data to plan targeted instruction.
- Focus on PLC
- CFA's
- Quarterly grade-level planning

**SBAC Math Distance from Level 3 (English Learner)**

- The number is still in the negative, but there was an increase which shows we are closing the achievement gap.
- Use iReady data and interventions from iReady diagnostic data to plan targeted instruction.
- Focus on PLC
- CFA's
- Quarterly grade-level planning

**SBAC Math Distance from Level 3 (White)**

- The number is still in the negative, but there was an increase which shows we are closing the achievement gap.
- Use iReady data and interventions from iReady diagnostic data to plan targeted instruction.

- 70 Students (average df3 = -125.06)

- The number is still in the negative, but there was an increase which shows we are closing the achievement gap.
- Use iReady data and interventions from iReady diagnostic data to plan targeted instruction.
- Focus on PLC
- CFA's
- Quarterly grade-level planning

**SBAC ELA Distance from Level 3 (English Learner)**

- 86 Students (average df3 = 151.35)

- The number is still in the negative, but there was an increase which shows we are closing the achievement gap.
- Focus on PLC.
- ELD class with the use of the specified National Geographic Curriculum.

**SBAC ELA Distance from Level 3 (White)**

- 39 Students (average df3 = -87.72)

- The number is still in the negative, but there was an increase which shows we are closing the achievement gap.
- Use iReady data and interventions from iReady diagnostic data to plan targeted instruction.
- Focus on PLC
- CFA's
- Quarterly grade-level planning

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

All below are cohorted; about 6%

- This was an increase from the previous year.
- Focus on PLC's
- CFA's
- Quarterly grade level planning
- Use iReady data and interventions from iReady diagnostic data to plan targeted instruction.

**SBAC Math Distance from Level 3 (African American)**

- 71 Students (average df3 = -184.44)

- The number is still in the negative, but there was an increase which shows we are closing the achievement gap.
- Use iReady data and interventions from iReady diagnostic data to plan targeted instruction.
- Focus on PLC
- CFA's
- Quarterly grade-level planning

**SBAC Math Distance from Level 3 (English Learner)**

- 91 Students (average df3 = -207.24)

- The number is still in the negative, but there was an increase which shows we are closing the



- Focus on PLC
  - CFA's
  - Quarterly grade-level planning
- One D or F on Any Report Card (grades 2-12)**
- There is a decrease in this area from the previous year.
  - Academic counselors pull D and F lists and contact families regularly.

- achievement gap.
  - Use iReady data and interventions from iReady diagnostic data to plan targeted instruction.
  - Focus on PLC
  - CFA's
  - Quarterly grade-level planning
- SBAC Math Distance from Level 3 (White)**
- 40 Students (average df3 = -148.88)
- The number is still in the negative, but there was an increase which shows we are closing the achievement gap.
  - Use iReady data and interventions from iReady diagnostic data to plan targeted instruction.
  - Focus on PLC
  - CFA's
  - Quarterly grade-level planning
- One D or F on Any Report Card (grades 2-12)**
- 65.9% of total student population have D/F
- There is a decrease in this area from the previous year.
  - Academic counselors pull D and F lists and contact families regularly.

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

A major plan shift is the utilization of i-Ready instructional groupings. To better support this shift, we have purchased the i-Ready Teacher Tool Kit which provides instructional tools that will aid in targeted lessons for our tier 3 students. However, the staff needs further training on how to utilize the data and make shifts in their teaching. This is changing the dynamics of PLC work. Another major plan shift is the purchase of Ripples curriculum which is designed to provide social-emotional learning. A major plan shift will also include teacher data chats (grade, behavior referrals, PLC CFA's, i-Ready diagnostic results) to be done quarterly. Budget modifications for next year may include the purchase of AMD, SEL curriculum, i-Ready Teacher Tool Kit.

**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.

The changes can be found in G1 A1 for both ELA and Math for all identified sub-groups.

**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 meetings and review of data with SSC

**2 ELAC:**

• Quarterly meetings and review of any necessary items with

**3 Staff:**

• Changes for staff practices include utilizing iReady data

• Quarterly meetings and review of data with SSC.

• Quarterly meetings and review of any necessary items with ELAC

• Changes for staff practices include utilizing iReady data, iReady instructional groupings, utilizing recommended iReady online instruction, utilizing AMD strategies to focus on literacy in all content areas, and use of iReady Teacher Toolkit. All instructional staff members will participate in quarterly data chats that will cover the following but are not limited to (grades, behavior referrals, PLC CFA's, CFA results, iReady diagnostic results).

**Action 1**

**Title:** ELA/Literacy

[Action Details:](#)

Fort Miller will implement the following actions toward achieving success with this goal:

- Staff will use i-Ready diagnostic and SBAC/CAASPP data alongside CFAs and other assessments (formative and summative) toward enhancing and utilizing intervention and differentiation strategies, including but not limited to extended learning after school tutoring, deployment, etc.
- Staff will use i-Ready Teacher Toolkit, Brain Pop, FlipGrid, Nearpod, NewsELA, Scholastic, Grammarly, Quill, SHEG, Classroom Manager, etc. to continue supporting ELA/Literacy through a variety of means
- Staff will utilize AMD training and strategies toward enhancing literacy across all contents
- Teachers will update gradebooks AT LEAST every 7-days (supported by ATLAS reporting)
- Professional Learning Communities (PLC) will plan Common Formative Assessments (CFA) for review and establishment of essential skills/standards
- Academic counselors will use regularly scheduled reporting from ATLAS to reach students with D's and F's, and utilize academic tutoring when necessary and appropriate
- Staff will participate in quarterly data chats toward specific goals for the year (professional learning (PL) opportunities, focus on student groups, etc.)
- .2 FTE will be added to buy-out a prep for a credentialed teacher. This prep buy-out will allow for lower class sizes and open up a class section that will focus on literacy.

Foci on specific student groups includes:

- Co-teaching will allow our Special Education (SPED) students access to the content standards
- English Language Learners will receive instruction from a comprehensive program that will focus on all stages of language acquisition and academic development utilizing the ELD standards and the ELD Framework with an emphasis on re-designation and proficiency levels on ELPAC as well as regular CFAs
- Staff, Academic Counselors (AC), and administration will utilize desegregated data from various Power BI tools to ensure there is specific attention to student groups outlined by ATSI (Additional Targeted Support and Improvement) status: African American students

**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](#)

- i-Ready (ELA/Reading) data as screener and diagnostic for SBAC/CAASPP preparation

**Owner(s):**

Principal/VP's/GLA  
 Teachers  
 Lead Teachers will review and report to ILT

**Timeline:**

- September 7
- December 18
- March 22

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

- D's and F's reports from ATLAS (with specific attention to AA student group)

Owner(s):

Principal/AC Counselor

Timeline:

- Every other week starting on September 4

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

- Gradebook reports from ATLAS ("Gradebook Last Updated")

Owner(s):

Principal/VP's/GLA

Timeline:

- Every other week starting on September 4

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

- Data from Quarterly Data Chats (see above)
  - Emphasis on CFA development and use

Owner(s):

Teachers with designated Admin

Timeline:

- Starts on October 12
- Starts on January 11
- Starts on March 22

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

- IPG data
  - Focus on AMD strategies
  - Focus on supplemental resources, materials, use, etc (see above)
  - Focus on specified PL opportunities (TBD)

Owner(s):

Administration

Timeline:

- Ongoing use
- Monthly (data):
  - September 30
  - October 30
  - November 30
  - December 18
  - January 29
  - February 26
  - March 26
  - April 30
  - May 28

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

- Extended Learning After School tutoring sign-in sheets and timecards

Owner(s):

Academic Counselor, Teacher, VP, Office Manager

Timeline:

- Ongoing

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

- State assessment data
  - CAASPP/SBAC
  - CAST
  - ELPAC (EL)
  - PSAT (8th only)

Owner(s):

Testing Coordinator, Teachers

Timeline:

- Emphasis at Opening of School (data)
- Preparation Ongoing

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 i-Ready, SBAC/CAASPP and teacher created Common Formative Assessments (CFA).
- Nearpod, i-Ready, and other(s) 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.

#### Specify enhanced services for EL students:

---

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.

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

---

Use SchoolMessenger 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.

#### Specify enhanced services for low-performing student groups:

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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- i-ready 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.

#### 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 (CFA) 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.

i-Ready 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 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 PLC and common prep collaboration.

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.

Specific training will be provided to support Co-Teaching. Classes are offered to support SPED students access to the grade level core.

AVID resource and strategy professional learning

Continued Springboard training for ELA, and Co-teachers.

## Action 2

**Title:** Math

### Action Details:

Fort Miller will implement the following actions toward achieving success with this goal:

- Staff will use i-Ready diagnostic and SBAC/CAASPP data alongside CFAs and other assessments (formative and summative) toward enhancing and utilizing intervention and differentiation strategies, including but not limited to extended learning after school tutoring, deployment, etc.
- Staff will use i-Ready Teacher Toolkit, Brain Pop, FlipGrid, Nearpod, NewsELA, Scholastic, Grammarly, Quill, SHEG, Classroom Manager, etc. to continue supporting Math through a variety of means
- Staff will utilize AVID training and strategies toward enhancing literacy across all contents
- Teachers will update gradebooks AT LEAST every 7-days (supported by ATLAS reporting)
- Professional Learning Communities (PLC) will plan Common Formative Assessments (CFA) for review and establishment of essential skills/standards
- Academic counselors will use regularly scheduled reporting from ATLAS to reach students with D's and F's, and utilize academic tutoring when necessary and appropriate
- Staff will participate in quarterly data chats toward specific goals for the year (professional learning (PL) opportunities, focus on student groups, etc.)

Foci on specific student groups includes:

- Co-teaching will allow our Special Education (SPED) students access to the content standards
- English Language Learners will receive instruction from a comprehensive program that will focus on all stages of language acquisition and academic development utilizing the ELD standards and the ELD Framework with an emphasis on re-designation and proficiency levels on ELPAC as well as regular CFAs
- Staff, Academic Counselors (AC), and administration will utilize desegregated data from various Power BI tools to ensure there is specific attention to student groups outlined by ATSI (Additional Targeted Support and Improvement) status: African American students

**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

- State assessment data
  - CAASPP/SBAC
  - CAST
  - ELPAC (EL)
  - PSAT (8th only)

**Owner(s):**

Testing Coordinator, Teachers

**Timeline:**

- Emphasis at Opening of School (data)
- Preparation Ongoing

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

- i-Ready (ELA/Reading) data as screener and diagnostic for SBAC/CAASPP preparation

Owner(s):

Principal/VP's/GLA  
Teachers  
Lead Teachers will review and report to ILT

Timeline:

- September 7
- December 18
- March 22

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

- D's and F's reports from ATLAS (with specific attention to AA student group)

Owner(s):

Principal/AC Counselor

Timeline:

- Every other week starting on September 4

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

- Gradebook reports from ATLAS ("Gradebook Last Updated")

Owner(s):

Principal/VP's/GLA

Timeline:

- Every other week starting on September 4

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

- Data from Quarterly Data Chats (see above)
  - Emphasis on CFA development and use

Owner(s):

Teachers with designated Admin

Timeline:

- Starts on October 12
- Starts on January 11
- Starts on March 22

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

- IPG data
  - Focus on AVID strategies
  - Focus on supplemental resources, materials, use, etc (see above)
  - Focus on specified PL opportunities (TBD)

Owner(s):

Administration

Timeline:

- Ongoing use
- Monthly (data):
  - September 30
  - October 30
  - November 30
  - December 18
  - January 29
  - February 26
  - March 26
  - April 30
  - May 28

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

- Extended Learning After School tutoring sign-in sheets and timecards

Owner(s):

Academic Counselor, Teacher, VP, Office Manager

Timeline:

- Ongoing

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

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- Visual aides Use of graphic Organizers
- Cooperative groupings for EL students
- Computers
- Lower class size will enable teachers to address students not meeting standards by providing instructional support and or tutoring.

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

---

Use School messenger to communicate upcoming assessments to parents

Send home progress reports and Report Cards to parents to inform them of student progress.

Provide Parent Portal log in information for parents

Provide Edu Text information to parents of student progress.

Utilize student agendas to set academic goals so parents are informed.

Conduct parent conferences to encourage parent involvement.

Utilize Parent University to promote parent classes and parent involvement.

ELAC/SSC involvement in decision making.

Remind App to enhance communication with families.

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.

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

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

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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 (CFA) 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.

i-Ready 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.

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 PLC 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.

AVD resource and strategy professional learning

Technology training for all staff as needed (ATLAS, Khan Academy, Go Math Math Trainer, keyboarding, etc)

# 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.1250		12,112.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Scholastic Supplemental Materials for ELA/Literacy	1,309.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: ELA/Literacy Software Enhancements (Grammarly, Nearpod, Brain Pop, etc.)	3,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: AVID Materials and Supplies (Membership) - No Food, No Incentives	15,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: i-Ready Teacher Toolbox (501-800 students, both subjects)	7,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Departments - No Food, No Incentives G1A2	8,619.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			Repair for Technology (Tablets)	3,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: RICOH Support(s)	1,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Meeting Materials and Supplies for PL (Savemart Card, POs, etc.) All Goals and Actions	2,277.00
G1A1	Sup & Conc	Food Services	Direct-Food			Cafeteria Snacks for Assessments (i-Ready, CAASPP, PSAT)	750.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,486.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Mathematics Software Enhancements (Brain Pop, Nearpod, Flip Grid, etc.)	3,000.00

**\$58,753.00**



**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	84.955 %	89.53 %	2018-2019	96.53 %

**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**

Currently, we are at a 97% engagement for all students. We have 14 clubs that serve in a diverse population of students with a 92% engagement. We have 21% of students in Q1 and Q2 athletics. According to last year's Climate Culture Survey (2017-2018 to 2018-2019), nearly all indicators showed growth, whereas two went down. We should that holding a Club Rush was extremely effective in getting students involved. Currently, we have SSC, ELAC and Pastries with Parent meetings to gain parent engagement. We have held 8 Go Parent Classes on site.

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

**Goal 2 Participation Rate**

At this time there is not a mechanism for monitoring student eligibility in place. There needs to be an improvement of lessening campus disruptions to allow for students to get to their clubs at lunch with as minimal disruption as possible. BSU has inconsistent meetings due to lack of teacher advisor (VP supports BSU, but VP is pulled for duties often).

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

A plan for next year is to hold a club rush quarterly. This will allow for turnover and new enrollment more frequently. Another plan will be to add inter-murals (sports) and opening an afterschool game room.

Modifications based on current evaluations show that all actions will continue at this time. Reassessment will occur before completion of the 2020-2021 SPSA Budget modifications for next year may include adding contracts for additional clubs and gaming equipment.

**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.

Changes can be found in G2 A1

**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.

<b>1</b> SSC:
<ul style="list-style-type: none"><li>Quarterly meetings with SSC to review data</li></ul>

<b>2</b> ELAC:
<ul style="list-style-type: none"><li>Quarterly meetings with ELAC</li></ul>

<b>3</b> Staff:
<ul style="list-style-type: none"><li>Keep better track of engagement events and provide training for input.</li><li>Encourage district funding of said opportunities.</li></ul>

### Action 1

Title: Goal 2

[Action Details:](#)

Fort Miller will implement the following actions toward achieving success with this goal:

- Providing supplies and materials for various clubs and opportunities for students, including but not limited to WEB, Student Leadership, etc.
- Providing additional supplemental pay for increasing and supporting Goal 2
  - Emphasis on increasing engagement for all students
- 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
- School Signage will promote the Falcon Way and High Quality Institute in high traffic areas on campus
- Multi-media equipment will be purchased for the cafeteria and gym to enhance student performances and club activities
- 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 Academic Counselors 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.

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

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

- Goal 2 Quarterly "Checkpoints"
  - Emphasis on COST-identified at-risk students
  - Emphasis on Alliance class students
  - Focus on student groups with disproportionate participation rates

Owner(s):

Activity Director, Athletic Director, VP

Timeline:

Quarterly Goal 2 reports to be pulled on:

- October 12
- January 11
- March 22

Non-Engaged student reports to be pulled on:

- After Club Rush (Semester 1)
- October 12
- After Club Rush (Semester 2)
- March 22

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

- Monitor student eligibility and grades (see Goal 1, Actions 1 & 2)

Owner(s):

Academic Counselor, Athletic Director, VP

Timeline:

- Ongoing

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

- Published and posted Goal 2 Activity calendar

Owner(s):

Activities Director, VP, GLA

Timeline:

- Uploaded prior to school
- Monthly

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

- Monitor sign-ins for various clubs, activities, etc.
  - Engagements for student participation
  - Physical paper for parent participation

Owner(s):

Activities Director, Teachers, Administration

Timeline:

- Ongoing

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

- Student interest and/or satisfaction survey (Goal 2 focus)

Owner(s):

Activities Director, Administration

Timeline:

- Registration survey at Back to School Night (TBD)
- October 12
- January 11
- March 22

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

- FUSD Climate/Culture and Social Emotional Survey
  - Focus on student connectedness

Owner(s):

Principal

Timeline:

- Data available in April

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 Academic Counselors 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.
- PLs to ensure motivational messaging is consistent among staff.

#### Specify enhanced services for EL students:

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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):

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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:

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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.

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

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- Utilize all PL from Goal 1, Actions 1 & 2 for enhancement, support, and improvement of Goal 2 engagement
- Staff (Certificated and Classified, as necessary) PL regarding the best practices of Goal 2 implementation and planning, including, but not limited to:
  - Student body account use
  - Coach/club/activity/advisory paperwork
  - Fundraising information
- PL and Communication planning for Goal 2 activities, events, and calendars

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			District Transportation (Wild Water, BSU Trips, etc)	3,000.00

**\$3,000.00**

**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	42.929 %	2.54 %	2018-2019	70.54 %

**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.

<p><b>1</b> 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.</p> <p><b>Exposure to Careers - 8th Grade</b></p> <ul style="list-style-type: none"> <li>Academic Counselor will be meeting with all students completing goal-setting activities.</li> </ul>	<p><b>2</b> Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p><b>Exposure to Careers - 8th Grade</b></p> <ul style="list-style-type: none"> <li>There is currently no disproportionality for any significant subgroup. However, in order to meet the demands of students as evidenced by interest.</li> </ul>
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**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

<ul style="list-style-type: none"> <li>Increase the number of students that are High School Ready (Attendance, Grades, Behavior), Xello, biweekly check on grades/GPA, progress reports to parents/students, study trips to colleges, Child Welfare and Attendance (CWA), Two Academic Counselors (1 full time-1 part-time, COST/SST Team, MTSS, Psychologist, Saturday Academy, College and Career Field Trips (college visits).</li> <li>Our Academic Counseling Team utilizes ATLAS to track presentations and workshops around providing career information to students.</li> <li>Students use Xello career cursing in sessions with academic counselors.</li> <li>High Schools are invited to visit and promote their specific pathways.</li> <li>Also, 8th-grade student were afforded the opportunity to visit the CTE expose at Saroyan Theatre. Field trips are taken to colleges (Fresno State, UCLA, UC Merced).</li> </ul>
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**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.

<ul style="list-style-type: none"> <li>G3 A1</li> </ul>
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**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 meetings and review of data with SSC.

**2** ELAC:

- Quarterly meetings with ELAC.

**3** Staff:

- During staff meetings and ILT, data will be reviewed quarterly.

**Action 1**

**Title:** Career Cruising

[Action Details:](#)

Fort Miller will implement the following actions toward achieving success with this goal:

- Increase the number of students that are High School Ready (Attendance, Grades, Behavior)
- Utilize Xello
- Ensure biweekly check on grades/GPA
- Provide progress reports to parents/students
- Enhance opportunities for study trips to colleges
- Continue to provide Child Welfare and Attendance (CWA)
- Support the various supportive teams and structures, including COST/SST Team, MTSS framework, etc.

**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](#)

- Xello matchmaker reports

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

Academic Counselor(s)

[Timeline:](#)

- Provided in Semester 1

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

- Student Xello matchmaker goal-setting reports

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

Academic Counselor(s)

[Timeline:](#)

- Provided in Semester 2

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

- Student satisfaction survey(s) when returning from various field trips, utilize Xello, etc.

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

Academic Counselor(s)/VP

[Timeline:](#)

- Ongoing

[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.

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
- Professional learning provided to teachers to ensure that Career Cruising and goal setting can be aligned to classroom work, experience, and goal setting



**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	35.249 %	31.479 %	2018-2019	29.479 %
Suspensions Per 100	42.657 %	37.089 %	2018-2019	36.089 %
Chronic Absenteeism (African American)		39.3 %	2018-2019	37.3 %
Suspension Rate (African American)		36.8 %	2018-2019	33.8 %
Chronic Absenteeism (White)		43.3 %	2018-2019	41.3 %
Suspension Rate (White)		16.4 %	2018-2019	13.4 %
Chronic Absenteeism (English Learner)		14.7 %	2018-2019	12.7 %
Suspension Rate (English Learner)		16.1 %	2018-2019	13.1 %

**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**

- Using ATLAS to hone in the percentage of chronically absent students was beneficial.
- Hiring a 6 hour CWA to monitor students at risk.
- Increase the number of home visits

**Chronic Absenteeism (African American)**

- Using ATLAS to hone in the percentage of chronically absent students was beneficial.
- Hiring a 6 hour CWA to monitor students at risk.
- Increase the number of home visits

**Chronic Absenteeism (English Learner)**

- Using ATLAS to hone in the percentage of chronically absent students was beneficial.
- Hiring a 6 hour CWA to monitor students at risk.
- Increase the number of home visits

**Chronic Absenteeism (White)**

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

**Chronic Absenteeism**

- Total student population= 29.9%
  - Using ATLAS to hone in the percentage of chronically absent students was beneficial.
  - Hiring a 6 hour CWA to monitor students at risk.
  - Increase the number of home visits

**Chronic Absenteeism (African American)**

- 29.8%
  - Using ATLAS to hone in the percentage of chronically absent students was beneficial.
  - Hiring a 6 hour CWA to monitor students at risk.
  - Increase the number of home visits

**Chronic Absenteeism (English Learner)**

- 22.0%
  - Using ATLAS to hone in the percentage of chronically absent students was beneficial.
  - Hiring a 6 hour CWA to monitor students at risk.
  - Increase the number of home visits

- Using ATLAS to hone in the percentage of chronically absent students was beneficial.
- Hiring a 6 hour CWA to monitor students at risk.
- Increase the number of home visits

#### **Suspension Rate (African American)**

- Building SEL education for students using the Ripple Effects curriculum.
- Using the MTSS and Discipline Guidelines to support to prevent and intervene early for students exhibiting behaviors that may lead to suspension and/or alternatives to suspension.
- Utilizing our Safe and Civil Team, behavior contracts, Resource Counseling Assistant, COST/SST Team, MTSS, Psychologist, Professional Learning, conferences, SEL (Ripple Effects Curriculum) to connect with students identified as at-risk.

#### **Suspension Rate (English Learner)**

- Building SEL education for students using the Ripple Effects curriculum.
- Using the MTSS and Discipline Guidelines to support to prevent and intervene early for students exhibiting behaviors that may lead to suspension and/or alternatives to suspension.
- Utilizing our Safe and Civil Team, behavior contracts, Resource Counseling Assistant, COST/SST Team, MTSS, Psychologist, Professional Learning, conferences, SEL (Ripple Effects Curriculum) to connect with students identified as at-risk.

#### **Suspension Rate (White)**

- Building SEL education for students using the Ripple Effects curriculum.
- Using the MTSS and Discipline Guidelines to support to prevent and intervene early for students exhibiting behaviors that may lead to suspension and/or alternatives to suspension.
- Utilizing our Safe and Civil Team, behavior contracts, Resource Counseling Assistant, COST/SST Team, MTSS, Psychologist, Professional Learning, conferences, SEL (Ripple Effects Curriculum) to connect with students identified as at-risk.

#### **Suspensions Per 100**

- Building SEL education for students using the Ripple Effects curriculum.
- Using the MTSS and Discipline Guidelines to support to prevent and intervene early for students exhibiting behaviors that may lead to suspension and/or alternatives to suspension.
- Utilizing our Safe and Civil Team, behavior contracts, Resource Counseling Assistant, COST/SST Team, MTSS, Psychologist, Professional Learning, conferences, SEL (Ripple Effects Curriculum) to connect with students identified as at-risk.

#### **Chronic Absenteeism (White)**

- 40.4
  - Using ATLAS to hone in the percentage of chronically absent students was beneficial.
  - Hiring a 6 hour CWA to monitor students at risk.
  - Increase the number of home visits

#### **Suspension Rate (African American)**

- 26.72% per 100
  - Building SEL education for students using the Ripple Effects curriculum.
  - Using the MTSS and Discipline Guidelines to support to prevent and intervene early for students exhibiting behaviors that may lead to suspension and/or alternatives to suspension.
  - Utilizing our Safe and Civil Team, behavior contracts, Resource Counseling Assistant, COST/SST Team, MTSS, Psychologist, Professional Learning, conferences, SEL (Ripple Effects Curriculum) to connect with students identified as at-risk.

#### **Suspension Rate (English Learner)**

- 15.18% per 100
  - Building SEL education for students using the Ripple Effects curriculum.
  - Using the MTSS and Discipline Guidelines to support to prevent and intervene early for students exhibiting behaviors that may lead to suspension and/or alternatives to suspension.
  - Utilizing our Safe and Civil Team, behavior contracts, Resource Counseling Assistant, COST/SST Team, MTSS, Psychologist, Professional Learning, conferences, SEL (Ripple Effects Curriculum) to connect with students identified as at-risk.

#### **Suspension Rate (White)**

- 27.87 per 100%
  - Building SEL education for students using the Ripple Effects curriculum.
  - Using the MTSS and Discipline Guidelines to support to prevent and intervene early for students exhibiting behaviors that may lead to suspension and/or alternatives to suspension.
  - Utilizing our Safe and Civil Team, behavior contracts, Resource Counseling Assistant, COST/SST Team, MTSS, Psychologist, Professional Learning, conferences, SEL (Ripple Effects Curriculum) to connect with students identified as at-risk.

#### **Suspensions Per 100**

- Total student population 21.28%
  - Building SEL education for students using the Ripple Effects curriculum.
  - Using the MTSS and Discipline Guidelines to support to prevent and intervene early for students exhibiting behaviors that may lead to suspension and/or alternatives to suspension.
  - Utilizing our Safe and Civil Team, behavior contracts, Resource Counseling Assistant, COST/SST Team, MTSS, Psychologist, Professional Learning, conferences, SEL (Ripple Effects Curriculum) to connect with students identified as at-risk.

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

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- Actions currently working are the hiring of a CWA to monitor and communicate with students and families who flagged as chronically absent or are at risk of being chronically absent. The admin team is running tardy lockouts (starting in the second quarter) on a weekly basis to cut down tardies. We use PBI to monitor chronic absenteeism.
- Utilizing the Discipline Guidelines: system of behavior support to prevent and intervene early for students exhibiting behaviors that may lead to suspension and/or alternatives to suspension. Safe and Civil Team, behavior contracts, Resource Counseling Assistant, COST/SST Team, MTSS, Psychologist, Professional Learning, conferences, SEL (Ripple Effects Curriculum).
- Many of our tier 3 students suffer from trauma. Although we have an SEL Team, our general staff is lacking the tools and professional learning to fully address the social-emotional supports needed to assist these students.
- Changes to staff culture including greeting at the door, getting to know students outside of class, and school functions so that students get to know all staff members.
- Utilizing the 10 x 2 strategy in the first two weeks of school to be sure all students meet a mentor staff member at the beginning of the year.
- The purchase of *All Learning is Social-Emotional* by Doug Fisher and Nancy Frey. Whole site professional learning on the book.

**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.

- G4 A1 and G4 A2.

**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:

- Discussions around the data
- Suggestions about next steps
- Collaboration regarding SPSA/Budgeting of CWA and discipline guidelines and implementation

**2** ELAC:

- Discussions around the data
- Suggestions about next steps
- Collaboration regarding SPSA/Budgeting of CWA and discipline guidelines and implementation

**3** Staff:

- Discussions around the data
- Suggestions about next steps
- Collaboration regarding SPSA/Budgeting of CWA and discipline guidelines and implementation
- Staffwide consensus about guidelines and implementation
- PLC/ILT/CCT meetings guided by data

## Action 1

**Title:** Chronic Absenteeism

### Action Details:

Fort Miller will implement the following actions toward achieving success with this goal:

- Continue to develop a unified multi-tiered system of interventions for attendance
- Utilize our Social Workers, Resource Counselor Assistant (RCA), and Child Welfare Attendance (CWA) to leverage the amount of support to encourage improved students attendance
- Tiered systems of support for attendance which will include supports by our attendance clerk that will support the needs of all students and the Child Welfare Attendance (CWA) Specialist who will extend targeted interventions for those who are identified as chronically absent.

- 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.
- 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.
- Holding regularly scheduled site based parent attendance conferences (i.e., alongside STEMCTE oriented trainings) with appropriate school personnel in order to:
  - Create improved parent understanding of the direct correlation between regular attendance and academic success
  - Facilitate improved parent knowledge of proven strategies for student success
  - Assist parents with practical strategies to improve student attendance
  - Decrease barriers impeding regular school attendance and therefore limiting academic achievement Increase accessibility of Goal 2 activities by understanding the barriers that are preventing student participation/attendance in Goal 2 activities.
- Increasing targeted communication measures to all identified student groups and their parents through measures to include but not be limited to:
  - Quarterly Newsletters
  - Edutext
  - School Messenger (Sundays)
- Continuing to provide and/or develop the necessary protocols/procedures/structures to provide incentives and host recognition events
- Establishing inaugural student connection events/groups to encourage attendance and connections through student bonding and leadership led activities.
- Continuing to provide materials (backpacks, etc) for identified students that are experiencing difficulty with 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

- ATLAS reports indicate the quantity of interventions and the person(s) responsible for the implementation and/or follow up. This would also include ATLAS Engagement reports.

Owner(s):

Attendance Clerk, Office Assistant, Principal, RCA, CWA

Timeline:

- Daily

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

- Daily attendance indicates not only the average daily attendance rate but also alert administration to any issues that teachers may be having keeping accurate attendance

Owner(s):

Attendance Clerk, Office Assistant, Principal, RCA, CWA

Timeline:

- Daily

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

- Communication metrics and reports (i.e., analytics from weekly SchoolMessenger reports, Power BI, and ATLAS etc.) will indicate the quantity of communications regarding recorded interventions, upcoming training and at what level structures and responses are being implemented (classroom, system, etc).

Owner(s):

Attendance Clerk, Office Assistant, Principal, RCA, CWA

Timeline:

SchoolMessenger Reports pulled ongoing, but specifically acted upon:

- August 23
- August 30
- September 6

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.

#### 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:

- Staff development on attendance procedures and interventions.
- Teachers will utilize PLC and Professional Learning to assure instructional levels are aligned for student success from intervention/acceleration to enrichment.

## Action 2

**Title:** Suspension Rate

#### Action Details:

Fort Miller will implement the following actions toward achieving success with this goal:

- 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 including the purchase and use of Ripples.

- Fort Miller will continue to work with Community Justice Conferencing and purchase curriculum and materials for professional development.
- Leveraging current personnel resources including but not limited to the use of Social-Emotional support staff to continue to increase student feelings of school and peer connectedness as well as overall emotional health and well-being
- Additional 0.2 FTE to allow for reduced classroom sizing and additional opportunity for students.

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

- Suspension/misbehavior data (ATLAS) will indicate the effectiveness of Tier I and II responses, interventions and supports as well as appropriate individual teacher use of ATLAS.

Owner(s):

- Vice Principal(s), GLA, CCT, Principal

Timeline:

- Monthly

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

- Survey data (staff, student, parent) will indicate if identified needs were met as well as reveal the next level of support or information/professional learning that may need be needed.

Owner(s):

- Vice Principal(s), GLA, CCT, Principal

Timeline:

- Beginning of the Year (End of Last Year Data)
- March/April for Current Year

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

- Transition room referrals (recorded numbers) will indicate the actual number of students needing support.

Owner(s):

- Vice Principal(s), GLA, CCT, Principal, Transition Teacher

Timeline:

- Weekly

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

- Observational data from classroom visits and IPG will indicate the implementation of both district and site expectations.

Owner(s):

- Vice Principal(s), GLA, ILT, Principal

Timeline:

- Weekly Observations
- Monthly Decisions Around Data

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.

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

Describe Professional Learning related to this action:

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.

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

- 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

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Subs (Play Day, WEB, etc.)	1,902.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement - All Goal 1 and Goal 4 actions	1,648.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			Home Visits (CWA) and Parent Outreach	350.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Rewards, Trophies, and Incentives (Falcon of the Month)	850.00
G4A1	Sup & Conc	Instruction	Direct-Graph			Graphics (Signage, Posters, Planners, etc.)	2,081.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			: Back to School Night Parent Engagement (Materials and Supplies; PO for Tacos Marquitos, etc.)	1,050.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn I	1.0000		61,518.00
G4A1	LCFF: EL	Instruction	Mat & Supp			Equipment for DELAC/ELAC Meetings (Tables, Chairs, Cloths, etc.)	1,839.00
G4A2	Title 1 Basic	Instruction	Bks & Ref			: Behavioral Software Enhancements (SSICA, RIPPLES, etc.)	3,000.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	This 0.2 is necessary to add to the 0.8 in staffing = 1.0 FTE for Middle School PE	19,379.00
G4A2	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.4000		24,199.00
G4A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.4300		55,212.00
G4A2	LCFF: EL	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.6000		36,299.00

**\$209,327.00**



## 2020-2021 Budget for SPSA/School Site Council

### State/Federal Dept 0170 Fort Miller Middle (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.1250		12,112.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Scholastic Supplemental Materials for ELA/Literacy	1,309.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: ELA/Literacy Software Enhancements (Grammarly, Nearpod, Brain Pop, etc.)	3,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: AVID Materials and Supplies (Membership) - No Food, No Incentives	15,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: i-Ready Teacher Toolbox (501-800 students, both subjects)	7,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Departments - No Food, No Incentives G1A2	8,619.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			Repair for Technology (Tablets)	3,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: RICOH Support(s)	1,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Meeting Materials and Supplies for PL (Savemart Card, POs, etc.) All Goals and Actions	2,277.00
G1A1	Sup & Conc	Food Services	Direct-Food			Cafeteria Snacks for Assessments (i-Ready, CAASPP, PSAT)	750.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,486.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Mathematics Software Enhancements (Brain Pop, Nearpod, Flip Grid, etc.)	3,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			District Transportation (Wild Water, BSU Trips, etc)	3,000.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Subs (Play Day, WEB, etc.)	1,902.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement - All Goal 1 and Goal 4 actions	1,648.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Home Visits (CWA) and Parent Outreach	350.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Rewards, Trophies, and Incentives (Falcon of the Month)	850.00
G4A1	Sup & Conc	Instruction	Direct-Graph			Graphics (Signage, Posters, Planners, etc.)	2,081.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			: Back to School Night Parent Engagement (Materials and Supplies; PO for Tacos Marquitos, etc.)	1,050.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	1.0000		61,518.00
G4A1	LCFF: EL	Instruction	Mat & Supp			Equipment for DELAC/ELAC Meetings (Tables, Chairs, Cloths, etc.)	1,839.00
G4A2	Title 1 Basic	Instruction	Bks & Ref			: Behavioral Software Enhancements (SSICA, RIPPLES, etc.)	3,000.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	This 0.2 is necessary to add to the 0.8 in staffing = 1.0 FTE for Middle School PE	19,379.00
G4A2	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.4000		24,199.00
G4A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.4300		55,212.00
G4A2	LCFF: EL	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.6000		36,299.00

\$271,080.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$59,940.00
Sup & Conc	7090	\$171,516.00
LCFF: EL	7091	\$39,624.00
<b>Grand Total</b>		<b>\$271,080.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$58,753.00
G2 - All students will engage in arts, activities, and athletics	\$3,000.00
G4 - All students will stay in school on target to graduate	\$209,327.00
<b>Grand Total</b>	<b>\$271,080.00</b>