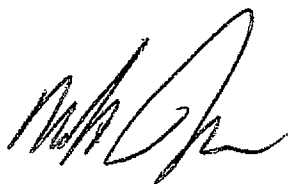


Fort Miller Middle School

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 11, 2016

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B.3.	Culture and Climate Domain	Goal 2 Engagement/Parent Involvement/EL Services
Budget and Governance Sections		
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E.1.	Assurances	Consolidated Program Assurances
E.2.	School Site Council	Members list
E.3.	Required Signatures	Principal and SSC Chairperson
E.4.	Addendum	Site Parent Involvement Policy/Compact/SSC Bylaws

District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	17/17	89.79 %
<input checked="" type="checkbox"/>	Middle	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	17/17	8.7 %
<input checked="" type="checkbox"/>	Middle	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	17/17	4.48 %
<input type="checkbox"/>	Middle	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	17/17	95.52 %
<input type="checkbox"/>	Middle	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	16/17	41.82 %
<input type="checkbox"/>	Middle	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	16/17	43.26 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	EL	4- LTEL Redesignation	4774	Number and percentage of Long Term English Learner students	17/17	10.08

		Redesignation	Rate		redesignated		%
<input type="checkbox"/>	Middle	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	15/17	25 %
<input type="checkbox"/>	Middle	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	14/16	19.71 %
<input type="checkbox"/>	Middle	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	11/16	35.04 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	High School Readiness	1- EIS Red Zone Rate	6643	Number and percentage of K-12th grade students meeting all 3 EIS Red Zone (or higher) criteria	17/17	12.36 %
<input type="checkbox"/>	Middle	CORE High School Readiness	5- High School Readiness Rate	2524	CORE Waiver: High School Readiness	17/17	24 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	17/17	88.56 %
<input checked="" type="checkbox"/>	Middle	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	17/17	24.36 %
<input checked="" type="checkbox"/>	Middle	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	16/17	31.82 %
<input type="checkbox"/>	Middle	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a	15/17	42.2 %

suspension incident in the current semester

<input type="checkbox"/>	Middle	Chronic Absenteeism	2- Appropriate Attendance Intervention	5957	Number and percentage of 7-8th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	14/17	20.6 %
<input type="checkbox"/>	Middle	Suspension	2- Disproportionality	5976	Number and percentage of students with 1 or more total suspension incidents whose subgroups are more than 10% negatively disproportionately represented	10/17	99.62 %
<input type="checkbox"/>	Middle	Suspension	3- Appropriate Behavior Intervention	6282	Number and percentage of 7-8th grade students with one or more suspension incidents (on-campus and/or out of school) and have an appropriate ATLAS Portfolio admin entry or SESS contact	10/17	45.64 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	17/17	40.39 %
<input type="checkbox"/>	Middle	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	14/17	%
<input type="checkbox"/>	Middle	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	13/17	26.71 %
<input type="checkbox"/>	Middle	Student Engagement	4- Long Term Engagement	5948	Number and percentage of unique students engaged in any ongoing Goal 2 activities for 2 or more consecutive years.	9/10	4.59 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	Detail the action: Students will be able to excel on the next SBAC test.		
SQII Element: ELA (SBAC)	SQII Sub-element(s): (5926)	Site Growth Target: 18.7%	Vendor (contracted services)
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: By June 2017, 18.7% of students at Fort Miller will meet or exceed standards as measured by ELA SBAC results.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)		Owner(s)	Timeline
<ol style="list-style-type: none"> 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. DRP Chats and goal setting to monitor growth in reading ability 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. Teacher grade books will be monitored monthly to assure appropriate grades are being entered to assure accurate academic growth and supports. ELA teachers will plan Quarterly Common Assessments and share the results with the staff during CCI staff meetings. Collaboration with Terronez, Gaston and Scandinavian via Problem of Practice to analyze student work and plan standards-based instruction ELA AC analyzes student work to determine next steps and monitor progress towards focus standard(s). PLUS teachers prepare students for SBAC by using technology/tablets and Google Classroom to teach computer/technology skills Tablets/technology made available for students during non PLUS weeks to practice/prepare for SBAC. 		<ol style="list-style-type: none"> VP/Teachers VP/GLA/Academic Counselor/PLUS Teachers Principal/AC Counselor Academic Counselor Staff PLUS Team AC teams PLUS Team 	<ol style="list-style-type: none"> October and January Sept. and April Ongoing/monthly Ongoing/monthly Quarterly Quarterly Weekly Bi weekly On-going

<p>10. Intervention, differentiation, re-teaching, and enrichment will be provided for students identified as disproportionately underachieving or needing small group instruction.</p> <p>11. Student work will be analyzed by admin., PLUS and ACs to monitor progress and plan future lessons.</p> <p>12. PLUS teachers set schedules to collaborate and co-teach with ELA teachers on focus standards.</p> <p>13. Teachers provide academic support during lunch and/or afterschool for students who have been identified as disproportionately underachieving/not meeting standard.</p> <p>14. Work with consultant to adopt curriculum that meets the needs of all students and provides complex text.</p> <p>15. Admin will use the IPG to walk classrooms, debrief on progress, and provided feedback to staff on progress.</p> <p>16. Academic Counselor will meet one on one with students who are receiving Ds and Fs at disproportionate rates.</p>	<p>9. PLUS Team/ELA AC/Library</p> <p>10. ELA AC /PLUS Team/Admin</p> <p>11. PLUS Team/ELA teachers</p> <p>12. PLUS Team/ELA teachers</p> <p>13. ELA Teachers</p> <p>14. Admin/ELA AC</p> <p>15. Admin</p> <p>16. AC Teams</p>	<p>10. Weekly</p> <p>11. Weekly</p> <p>12. Daily</p> <p>13. Weekly</p> <p>14. Weekly</p> <p>15. Monthly</p> <p>16. On-going</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • 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, Grade Distribution Nights, and Family Feeder Night to encourage parent involvement. • ELAC/SSC involvement in decision making 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Complex Text, Talk and Task training to promote rigor and academic vocabulary • Training on District “Text Complexity Qualitative/Quantitative Measure’s Rubric” to enable teachers to create DOK 2, 3 and 4 lessons and allow students to read complex text. • Training around District adopted “Instructional Practice Guide” to inform teachers of expectations and explain/provide feedback that is given. • 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. 		

- **DRP Administration Training** to ensure that teacher and students understand the important and are accurate in their responses.
- **iPL Training** to aid teachers in the implementation of **Common Core and Complex Text, Talk and Task**
- **Formative Assessment Training and Best Practices** which allow teachers to continuously and accurately check for understanding.
- **Technology training** for all staff as needed (ATLAS, keyboarding, etc)
- **Provide release time/subs** for teachers to attend **Professional Conference around Classroom Management, Common Core, etc.**
- **Provide Professional Learning** around effectively working with at Risk students and lowering disproportionality among Hispanic and African-American students.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- **Tablets/Computers/Accessories**
- **CORE novels**
- **Google Classroom**
- **Projectors/Document Cameras**

Specify additional targeted actions for EL students:

- **Visual aides**
- **Use of graphic Organizers**
- **Sentence Frames for Complex Talk and tasks**
- **Cooperative groupings for EL students**

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher substitute salary	2,000
1	1	EL	Instruction	Teacher-Substitute Salaries				Teacher substitute salaries	1,500
1	1	EL	Instruction	Teacher-Supplemental Salaries				Teacher supplemental salaries	1,500

1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher supplemental salaries	14,000
1	1	Sup & Conc	Instructional Supervision & Administration	Travel				Travel/Conferences/Workshop	3,000
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Equipment	7,232
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Equipment/Technology	12,868
1	1	EL	Instruction	Materials & Supplies				Materials and Supplies	5,700
1	3	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Involvement Materials and Supplies	1,066
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies	8,934
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	500
1	1	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics	500
1	1	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics	500
1	1	Title 1 Basic	Guidance & Counseling Services	Prof/Consulting Svc & Operating				Prof/Consulting Services	1,050

1	1	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Consulting Services	1,050
1	1	EL	Instruction	Prof/Consulting Svc & Operating			Professional Consulting Services	1,050
							Total	\$62,450

Domain	<input checked="" type="checkbox"/>	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
	Action # 2 <i>Detail the action: Students will be able to excel on the next SBAC test.</i>					
<i>SQII Element: Math (SBAC)</i>			<i>SQII Sub-element(s): (6169)</i>		<i>Site Growth Target: 14.5%</i>	<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> <i>New Action</i>	<input type="checkbox"/> <i>On-going</i>	<i>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>				
<i>Write a SMART Goal to address each data point:</i>						
By June 2017, 14.5% of students at Fort Miller will meet or exceed standards as measured by Math SBAC results.						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>			<i>Owner(s)</i>		<i>Timeline</i>	
<ol style="list-style-type: none"> 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. D’s and F’s reports will be monitored to provide interventions for struggling students. D’s and F’s reports will be monitored to provide interventions for struggling students and students who are identified as disproportionately earning D’s and F’s in math. Teacher grade books will be monitored monthly to assure appropriate grades are being entered to assure accurate academic growth and supports. Math teachers will plan Quarterly Common Assessments and share the results with the staff during CCI staff meetings. 			<ol style="list-style-type: none"> <i>VP/Teachers</i> <i>Principal/AC Counselor</i> <i>Academic Counselor</i> <i>Academic Counselor</i> <i>Staff</i> 		<ol style="list-style-type: none"> <i>October and January</i> <i>Ongoing/monthly</i> <i>Ongoing/monthly</i> <i>Ongoing/monthly</i> <i>Quarterly</i> 	

<ol style="list-style-type: none"> 6. Collaboration with Terronez, Gaston and Scandinavian via Problem of Practice to analyze student work and plan standards-based instruction 7. Math AC analyzes student work to determine next steps and monitor progress towards focus standard(s). 8. PLUS teachers prepare students for SBAC by using technology/tablets and Google Classroom to teach computer/technology skills 9. Tablets/technology made available for students during non PLUS weeks to practice/prepare for SBAC. 10. Intervention/differentiation, re-teaching, and enrichment will be provided for Math students identified as disproportionately underachieving or needing small group instruction. 11. Student work will be analyzed by admin. PLUS and ACs to monitor progress, plan future lessons and provide differentiation for struggling/disproportionate students. 12. PLUS teachers set schedules to collaborate and co-teach with Math teachers on focus standards. 13. Teachers provide academic support during lunch and/or afterschool for students who have been identified as disproportionately underachieving in math. 14. Admin will use the IPG to walk classrooms, debrief on progress, and provided feedback to staff on progress. 	<ol style="list-style-type: none"> 6. <i>PLUS Team</i> 7. <i>AC Team</i> 8. <i>PLUS Team</i> 9. <i>PLUS Team/Math AC/Library</i> 10. <i>PLUS Team & Math Teachers</i> 11. <i>Math AC /PLUS Team/Admin</i> 12. <i>PLUS Team/Math teachers</i> 13. <i>Math Teachers</i> 14. <i>Principal/VP/GLA</i> 	<ol style="list-style-type: none"> 6. <i>Quarterly</i> 7. <i>Weekly</i> 8. <i>Bi weekly</i> 9. <i>Ongoing</i> 10. <i>Ongoing</i> 11. <i>Weekly</i> 12. <i>Weekly</i> 13. <i>Daily</i> 14. <i>Weekly</i>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Use School messenger to communicate upcoming assessments to parents • Send/mail 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 • Utilize student agendas to set academic goals so parents are informed. • Conduct parent conferences, Grade Distribution Nights, and Family Feeder Night to encourage parent involvement. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Complex Text, Talk and Task training to promote rigor and academic vocabulary • Training on District “Text Complexity Qualitative/Quantitative Measure’s Rubric” to enable teachers to create DOK 2, 3 and 4 lessons and allow students to read complex text. • Training around District adopted “Instructional Practice Guide” to inform teachers of expectations and explain/provide feedback that is given. 		

- **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.**
- **iPL Training to aid teachers in the implementation of Common Core and Complex Text, Talk and Task**
- **Training around teaching math conceptionally vs procedurally**
- **Formative Assessment Training and Best Practices which allow teachers to continuously and accurately check for understanding.**
- **Technology training for all staff as needed (ATLAS, keyboarding, etc)**
- **Provide release time/subs for teachers to attend Professional Conference around Classroom Management, Common Core, etc.**
- **Provide Professional Learning around effectively working with at Risk students and lowering disproportionality among Hispanic and African-American students.**

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- **Tablets/Computers**
- **Google Classroom**
- **Projectors/Document Cameras**
- **Math Manipulatives**

Specify additional targeted actions for EL students:

- **Visual aides**
- **Use of graphic Organizers**
- **Sentence Frames for Complex Talk and tasks**
- **Cooperative groupings for EL students**

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	31,259
								Total	\$31,259

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates	
Action # 3	Detail the action: Engage students in Goal 2 activities, which includes athletics, afterschool programs, clubs and school activities.			
SQII Element: Suspensions	SQII Sub-element(s): Suspension Rate (6109, 3709, 851)		Site Growth Target: 21.8%	Vendor (contracted services)
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning:	<input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: By June 2017, suspensions will decrease by at least 15% as measured by district data dashboard incidents per 100 students.				
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)		<u>Owner(s)</u>	<u>Timeline</u>	
1. 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.		1. Activity Director/ VP	1. October – June	
2. 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)		2. Counselor/VP	2. October – June	
3. D’s and F’s reports will be monitored		3. Principal/AC	3. October – June	
4. Academic Counselor will monitor student grades and provide counselling as needed to assure academic growth.		4. Principal/AC	4. September – June	
5. HSL will meet weekly with parents during coffee chats. Use of Parent Portal will be emphasized.		5. AC/Principal	5. September – June	
6. COST Team Meetings will be scheduled weekly to review at-risk students and needed supports.		6. HSL/Principal	6. September – June	
7. Men’s and Woman Alliance classes will be formed to support at-risk students. Guest speakers will be brought in to support students.		7. GLA/AC/SESS	7. September – June	
8. SESS support will provide intensive supports for students.		8. Alliance Teachers/Principal	8. September – June	
9. On-Site Counselor will provide intensive supports to SPED Students		9. SESS/GLA	9. September – June	
10. Assistant to the Counselor will provide daily supports and restorative practices to students as needed.		10. SAP/GLA	10. September – June	
11. Assistant to the Counselor will also provide before school, after school and lunch time supports to all students.		11. Assistant to Counselor/VP	11. August – June	

<p>12. Site Master Calendar will be published monthly to assure support as well as teacher and student knowledge of upcoming events.</p> <p>13. Utilize mentors from Project Restore on campus to visit with at-risk students during regular school hours as available.</p> <p>14. Lunch and After School Detention provided as a deterrent to suspensions which provides classroom and school-wide behavior accountability model.</p> <p>15. Safety Resource Officer on campus will provide mentorship, restorative practice opportunities, and provide support to camps as needed.</p> <p>16. HSL will meet weekly with parents and students during home visits for at-risk students.</p> <p>17. Parent forums such as the Hispanic Residence Police Academy will be held monthly on site for distributing information to help with parenting, academic and social-emotional supports for parents to improve community/school relations.</p> <p>18. Use of an Alternative to Suspension classroom to teach restorative practices and behavior accountability implementation strategies.</p> <p>19. Use of site established Google Docs for monitoring student behaviors as a communication tool between teachers, students and administration.</p>	<p>12. <i>Assistant to Counselor/VP</i></p> <p>13. <i>Principal</i></p> <p>14. <i>VP/GLA</i></p> <p>15. <i>Principal</i></p> <p>16. <i>HSL/Principal</i></p> <p>17. <i>HSL/Principal</i></p> <p>18. <i>Principal/VP/GLA</i></p> <p>19. <i>All staff</i></p>	<p>12. <i>August – June</i></p> <p>13. <i>August – June</i></p> <p>14. <i>August – June</i></p> <p>15. <i>August – June</i></p> <p>16. <i>August – June</i></p> <p>17. <i>August – June</i></p> <p>18. <i>August – June</i></p> <p>19. <i>August - June</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • HSL will meet weekly with parents during coffee chats to support student academic as well as behavioral growth. • Student Success Team Meetings will be scheduled to support student academic as well as behavioral growth. • COST Team will meet weekly to review at risk students and meet with parents to align supports. • Staff will communicate with parents regarding restorative practices and will be invited to take part in process as needed. • ELAC and SSC will be actively involved in recommendations regarding campus culture and climate. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Staff will be trained/refreshed in Time to Teach strategies. • Staff will trained/refreshed in CHAMPS practices. • Utilize Safe and Civil Team, School Site Council, and parental input from support groups for identifying areas of need and concerns in regard to school safety and climate. • Develop staff accountability practices during professional learning for improving school climate and support structures with AC and PL feedback opportunities. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • 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.**
- **Use of school Library for Hispanic Residence Police Academy parent forums to be held monthly.**

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Span	1.0000			45,008
3	2	Title 1 Basic	Attendance & Social Work Services	Local Mileage				Local Mileage for HSL	500
3	2	Sup & Conc	Instruction	Local Mileage				Local Mileage for HSL	500
3	2	EL	Instruction	Direct Transportation (Dr)				Transportation	505
Total									\$46,513

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
	Action # 4					
Detail the action: ELL Re-designation Rate						
SQII Element: EL Redesignation		SQII Sub-element(s): LTEL Redesignation Rate (4020, 4021, 4022, 4774)		Site Growth Target: 20.08%	Vendor (contracted services)	
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context				
Write a SMART Goal to address each data point:						

<ol style="list-style-type: none"> By June 2017, students who demonstrated growth on the CELDT will increase to 37% and those who declined will decrease to 8% (SQII 4020-4021-4022). As a result 20.08% of our LTEL’s will be redesignated. By June 2017, the number and percentage of Long Term English Learner students redesignated will increase 10% over the June 2016 redesignation rate (SQII 4774). 		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> CELDT and DRP goal setting chats Quarterly RFEP monitoring, rotating to involve each content area, documented in Atlas. Intervention and enrichment with targeted EL students DELAC/ELAC reports regarding on-going testing cycles, results, and events related to culture and climate. Academic Counselor will monitor student grades and provide counselling as needed to assure academic growth. CELDT assessors provided to administer CELDT test HSL to host coffee chats 	<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <i>GLA, PLUS and core content teachers</i> <i>GLA and core content area teachers</i> <i>PLUS teachers</i> <i>GLA, HSL</i> <i>AC</i> <i>GLA</i> <i>HSL</i> 	<p><i>Timeline</i></p> <ol style="list-style-type: none"> <i>Prior to each testing cycle</i> <i>Quarterly</i> <i>September – June</i> <i>Quarterly</i> <i>September – June</i> <i>August – October</i> <i>August - June</i>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> HSL will meet weekly with parents during coffee chats to support student academic as well as behavioral growth. ELAC and SSC will be actively involved in recommendations regarding campus culture and climate. Use of Teleparent to communicate school events and information. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> TSA EL services to provide PL regarding strategies for EL students and support for LTEL 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> Hands on materials, relia, graphic organizers, sentence frames, sentence frames, and visuals 		

- **Google translate**

Specify additional targeted actions for EL students:

- **1x1 counseling and support with CELDT and DRP**
- **1x1 goal setting for students regarding re-designation.**
- **Ongoing site support for redesignated students by enrichment strategies from teachers**

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	3	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4000			18,868
4	3	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.6000			28,303
4	3	EL	Instruction	Direct-Graphics (Dr)				Graphics	500
4	3	EL	Instruction	Direct-Other (Dr)				CELDT Assessor Charges by REA	1,800
4	3	EL	Instruction	Non Capitalized Equipment				Equipment/Technology	3,000
4	3	EL	Attendance & Social Work Services	Local Mileage				Local Mileage for HSL	500
4	3	EL	Instruction	Direct-Maintenance (Dr)				Maintenance	100
Total									\$53,071

Domain	<input type="checkbox"/>	I. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 5	Detail the action: Engage students in Goal 2 activities, which includes athletics, afterschool programs, clubs and school activities.					
SQII Element: Student Engagement		SQII Sub-element(s): Overall Student Participation_(4066, 3719, 2080)		Site Growth Target: 55.39%		Vendor (contracted services)
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context				
Write a SMART Goal to address each data point: By June 2017 there will be a 15% increase of all students engaged in one or more Goal 2 activities.						
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)				<u>Owner(s)</u>		<u>Timeline</u>
<ol style="list-style-type: none"> 1. 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. 2. Student eligibility reports will also be reviewed quarterly to assure students are maintaining academic as well as behavioral requirements. (2.0 GPA and no suspensions) 3. D’s and F’s reports will be monitored 4. Teacher grade books will be monitored monthly to assure appropriate grades are being entered to assure accurate academic growth and supports 5. Academic Counselor will monitor student grades and provide counselling as needed to assure academic growth. 6. HSL will meet weekly with parents during coffee chats. Use of Parent Portal will be emphasized. 7. COST Team Meetings will be scheduled weekly to review at-risk students and needed supports. 8. Men’s and Woman Alliance classes will be formed to support at-risk students. Guest speakers will be brought in to support students. 9. SESS support will provide intensive supports for students. 10. On-Site Counselor will provide intensive supports to SPED Students 11. Assistant to the Counselor will provide daily supports and restorative practices to students as needed. 12. Assistant to the Counselor will also provide before school, after school and lunch time supports to all students. 				<ol style="list-style-type: none"> 1. Activity Director/ VP 2. Counselor/VP 3. Principal/AC 4. Principal/AC 5. AC/Principal 6. HSL/Principal 7. GLA/AC/SESS 8. Alliance Teachers/Principal 9. SESS/GLA 10. SAP/GLA 11. Assistant to Counselor/VP 12. Assistant to Counselor/VP 		<ol style="list-style-type: none"> 1. October – June 2. October – June 3. October – June 4. September – June 5. September – June 6. September – June 7. September – June 8. September – June 9. September – June 10. September – June 11. August – June 12. August – June

<p>13. Site Master Calendar will be published monthly to assure support as well as teacher and student knowledge of upcoming events.</p> <p>14. Incentives such as Fun Friday activities, Student of the Month, Quarterly rewards, Parent Coffee Chats, ELAC and SSC will be included in our weekly Falcon Focus.</p> <p>15. Morning announcements will include announcements of all upcoming events.</p>	<p><i>13. Activities Director/Principal/VP/OM</i></p> <p><i>14. Activities Director/VP</i></p> <p><i>15. Principal/VP/Activities Director</i></p>	<p><i>13. August – June</i></p> <p><i>14. August – June</i></p> <p><i>15. August - June</i></p>
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Explain the Targeted Actions for Parent Involvement (required by Title I):

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

Describe related professional learning:

- **Staff will be trained/refreshed in Time to Teach strategies.**
- **Staff will trained/refreshed in CHAMPS practices.**

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 additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	EL	Instructional Supervision & Administration	Travel				Travel/Conferences/Workshop	500
5	3	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance	100

5	3	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation for Busses	1,000
								Total	\$1,600

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates	
Action # 6	<p><i>Detail the action: Fort Miller recognizes that attendance is a critical component for student success. In the 2016-2017 academic school year, Fort Miller will continue to develop a unified multi-tiered system of interventions for attendance. Through the development of such an attendance system, it is the intent to improve our student attendance through the creation of escalated attendance supports that is, to the best of our abilities, both guaranteed and viable. These tiered systems of support for attendance which will include supports by our attendance clerk that will support the needs of all students and a full-time school Child Welfare Attendance Specialist who will extend targeted interventions for those who are identified as chronically absent. Additionally, the school will continue to fund key attendance programs and activities such as the Attendance Matters meetings that provides parents with pivotal information regarding attendance and strategies to support the improvement of attendance.</i></p>			
	<p>SQII Element: Attendance</p>		<p>SQII Sub-element(s):Chronically Absent 5942</p>	<p>Site Growth Target: 19.36%</p>
<p><input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going</p>		<p>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>		
<p>Write a SMART Goal to address each data point: By June 2017 there will be a 5% decrease in the number of students who are chronically absent.</p>				
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <p>1. Weekly Monitoring of Attendance Data by the Attendance Clerk and Principal, measuring the following data points:</p> <ul style="list-style-type: none"> ○ Tier 1 students who reach three absences will be contacted by DPI via letter to contact school Attendance Clerk to verify absences. ○ Tier 2 students, students who have been identified as Habitually Truant or Chronically Absent with six or more absences will be contacted by DPI and or our Child Welfare Specialist and will be required to meet with Attendance Clerk and Administration to create an action plan contract to improve attendance. ○ Tier 3, students who have been identified as severely chronically absent and are in the midst of the SART/SARB process will be 		<p>Owner(s)</p> <p>1 Attendance Clerk/Principal/DPI</p>	<p>Timeline</p> <p>1. August - June</p>	

<p>contacted by DPI via letter and will be required to meet with SART/SARB.</p>		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Tier 1 and 2 students—Parent meetings focus on providing parents with information regarding FUSD attendance policy, strategies for improvement of attendance, and support services available as well as sign a attendance compact. • On-going parent phone calls notifying parents of missed class periods. • SART/SARB Meetings 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • In the 2016-2017 school year, there will be staff development on attendance procedures and interventions. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • 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. 		
<p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> • 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. 		

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Fort Miller - 0170

ON-SITE ALLOCATION

3010	Title I	\$39,418 *
7090	LCFF Supplemental & Concentration	\$110,517
7091	LCFF for English Learners	\$44,958
		\$194,893
TOTAL 2016/17 ON-SITE ALLOCATION		\$194,893

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,066
Remaining Title I funds are at the discretion of the School Site Council	\$38,352
Total Title I Allocation	\$39,418

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0170 Fort Miller Middle (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental salaries	14,000.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies	8,934.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Equipment/Technology	12,868.00
1	1	Title 1 Basic	Instruction	Direct-Graph			: Graphics	500.00
1	1	Title 1 Basic	Instruction	Direct-Graph			: Graphics	500.00
1	3	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement Materials and Supplies	1,066.00
1	1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Prof/Consulting Services	1,050.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitute salary	2,000.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Equipment	7,232.00
1	1	Sup & Conc	Instruction	Direct-Graph			: Graphics	500.00
1	1	Sup & Conc	Instructional Supervision & Admir	Travel			Travel/Conferences/Workshop	3,000.00
1	1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Consulting Services	1,050.00
1	1	EL	Instruction	Teacher-Subs			Teacher substitute salaries	1,500.00
1	1	EL	Instruction	Teacher-Supp			Teacher supplemental salaries	1,500.00
1	1	EL	Instruction	Mat & Supp			Materials and Supplies	5,700.00
1	1	EL	Instruction	Cons Svc/Oth			: Professional Consulting Services	1,050.00
2	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	31,259.00
3	2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			: Local Mileage for HSL	500.00
3	2	Sup & Conc	Instruction	Local Mileag			Local Mileage for HSL	500.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.000		45,008.00
3	2	EL	Instruction	Direct Trans			Transportation	505.00
4	3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.400		18,868.00
4	3	EL	Instruction	Nc-Equipment			Equipment/Technology	3,000.00
4	3	EL	Instruction	Direct-Maint			Maintenance	100.00
4	3	EL	Instruction	Direct-Graph			: Graphics	500.00
4	3	EL	Instruction	Direct-Other			: CELDT Assessor Charges by REA	1,800.00
4	3	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.600		28,303.00
4	3	EL	Attendance & Social Work Service	Local Mileag			: Local Mileage for HSL	500.00
5	3	Sup & Conc	Instruction	Direct Trans			Transportation for Busses	1,000.00
5	3	Sup & Conc	Instruction	Direct-Maint			Maintenance	100.00
5	3	EL	Instructional Supervision & Admir	Travel			: Travel/Conferences/Workshop	500.00

\$194,893.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$39,418.00
Sup & Conc	7090	\$110,517.00
EL	7091	\$44,958.00
Grand Total		\$194,893.00

Domain Totals	Budget Totals
Academic	\$92,643.00
Culture & Climate	\$55,737.00
Social/Emotional	\$46,513.00
Grand Total	\$194,893.00

E.1. Assurances


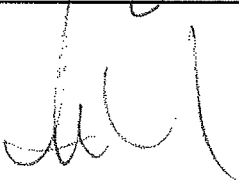
The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.
Strategies to improve students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.
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 for annual approval by the Board of Education.

E.2. 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 - Blanca Lopez				X	
3. Priscilla Hill				X	
4. Juan Montes				X	
5. Leslie Malone		X			
6. Rafael Torres		X			
7. Dorothy Vanduzer		X			
8. Jose Sandoval		X			
9. Gail Evans			X		
10. Miguel Alvarez					X
11. Ezbella Macias					X
12. Ariannah Gonzalez					X
13. Alt. Xavier Garcia					X
14.					
15.					
<input checked="" type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
This site operates as a non-Title I school.

E.3. Required Signatures

School Name: Fort Miller Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Mike Jones		3/16/2016
SSC Chairperson	Blanca Lopez		3/16/16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws