Fresno High

10621661032507

Principal's Name: Elisa Messing

Principal's Signature:

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

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District Goals
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.

1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

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

School Site Council

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
School Site Council List					
1. Principal - Elisa Messing	X				
2. Chairperson – Alexander Vargas					X
3. Cate Dossetti		X			
4. Blair Campbell		X			
5. Amy Kohl		X			
6. Teresa Ramirez				X	
7. Magaly Gonzalez				X	
8. Sandra Lyall				X	
9. Ashley Lo					X
10. Asia Foster					X
11. Silvia Antonio		X			
12.					
13.					
14.					
15.					

Check the appropriate box below:
x **ELAC reviewed the SPSA as a school advisory committee.**
☐ **ELAC voted to consolidate with the SSC. Date_____.**

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Elisa Messing	*(signature)*	3/16/2017
SSC Chairperson	Alexander Vargas	*(signature)*	3/16/2017

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Fresno - 0185

ON-SITE ALLOCATION

3010	Title I	$190,895 *
7090	LCFF Supplemental & Concentration	$517,677
7091	LCFF for English Learners	$104,013

TOTAL 2017/18 ON-SITE ALLOCATION   **$812,585**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$58,165
Remaining Title I funds are at the discretion of the School Site Council	$132,730
Total Title I Allocation	$190,895

2017 - 2018 SPSA Needs Assessment

SCHOOL : [Fresno ▼] [Select]

1 - Academic Performance/Growth/Completion

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☑	2523	**District Dashboard (Goal 4):** CORE Waiver: Four Year Cohort Graduation Rate	6/10*	84.98%	89.91%	N/A[1]	N/A[1]	•LCAP Dashboard - 5PupilEngagement
☑	3162	**District Dashboard (Goal 4):** Percentage of graduates who completed A-G requirements	5/10*	46.23%	43.70%	N/A[2]	N/A[2]	•LCAP Dashboard - 4PupilAchievement
☑	3165	**District Dashboard (Goal 1):** Performance on Smarter Balance (ELA)	8/9	N/A[3]	39.57%	31.75%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☑	3166	**District Dashboard (Goal 1):** Performance on Smarter Balance (Math)	8/9	N/A[3]	7.61%	7.94%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☑	3158	**District Dashboard (Goal 4):** Percentage of students with a D or F on their report card	9/10	0.00%[4]	81.05%	79.20%	68.38%	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3178	**District Dashboard (Goal 1):** Percentage of Advanced Placement (AP) exams passed (scoring 3+)	1/9	71.23%	78.26%	74.13%	N/A[5]	•LCAP Dashboard - 4PupilAchievement
☐	5978	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level English) on the most recent ELA SBAC exam	9/9	N/A[3]	7.71%	5.36%	N/A[3]	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (SBAC) - Standard Met/Exceeded (Related)
☐	5982	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level Math) on the most recent math SBAC exam	8/9	N/A[3]	1.71%	0.79%	N/A[3]	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (SBAC) - Standard Met/Exceeded (Related)
☐	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common	10/10	N/A[7]	N/A[7]	24.51%	32.38%	•LCAP Dashboard - 4PupilAchievement

| | Formative Assessment | | | | | | •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement) |
| ☐ | 6258 | Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment | N/A^{8}* | N/A^{8} | N/A^{8} | 0.00% | 14.41% | •LCAP Dashboard - 4PupilAchievement |

2 - Social Emotional/Climate Culture

Selected	ID	Description	^{14}Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☑	917	**District Dashboard (Goal 1):** Number and percentage of English Learner students redesignated (current progress).	2/10	5.92%	9.57%	15.23%	5.62%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
☐	863	**Annual Measurable Achievement Objective 2:** Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	5/9*	16.67%	19.61%	N/A^{9}	N/A^{9}	•LCAP Dashboard - 4PupilAchievement
☐	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	4/9	62.91%	60.22%	63.67%	63.10%	•LCAP Dashboard - 4PupilAchievement
☑	48	ADA Attendance Rate	5/10	93.37%	94.48%	94.28%	93.50%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☑	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	5/11	16.91%	11.33%	13.71%	16.03%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance

Number and percentage of students

☐	4849	who are truant as defined by education code (3 or more truancy violations)	9/10	N/A[10]	N/A[10]	86.00%	78.39%	•LCAP Dashboard - 5PupilEngagement
☐	2001	**District Dashboard (Goal 4):** On-campus suspension instances per 100	11/11	32.12%	3.91%	2.84%	0.36%	•LCAP Dashboard - 6SchoolClimate
☑	843	**District Dashboard (Goal 4):** Out of school suspension instances per 100	9/10	24.21%	16.98%	19.29%	12.97%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
☐	528	**District Dashboard (Goal 4):** Expulsions per 100	10/10	0.80%	0.70%	0.76%	0.09%	•LCAP Dashboard - 6SchoolClimate
☐	6046	Four Year Cohort Dropout Rate: Number and percentage of 9th-12th grade students who dropped out in prior year	8/10*	10.52%	8.74%	N/A[11]	N/A[11]	•LCAP Dashboard - 5PupilEngagement
☑	2080	**District Dashboard (Goal 2):** Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	8/9	59.49%	79.42%	68.89%	48.50%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
☐	7131	Number and percentage of 9th-12th Grade Project 2021 students who are A-G on-track as of the most recent grading period	N/A[12]*	N/A[12]	N/A[12]	N/A[12]	0.00%	•SQII Index - A-G - On-Track Status (Related)
☐	7137	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	6/10	N/A[13]	N/A[13]	58.37%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7136	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	9/10	N/A[13]	N/A[13]	73.64%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7139	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	10/10	N/A[13]	N/A[13]	56.52%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. *A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:*

Elementary Segment Example:
Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:
In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : ○ No   ○ Yes | Approval Date : 03/16/2017

Last Edit: LBlanco - 03/04/2017

Save

Fresno High 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	7.94	13.94	Other - Please specify within action
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	14.41	21.41	Other - Please specify within action

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Fresno High School will implement mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Particular attention will be placed on Math Practice 1 ("Make sense of problems and persevere in solving them"). Supports will center on professional learning, with ACs as the drivers, on MYP/IB unit planning based on inquiry-based instruction, the use of common formative assessments, performance tasks, and RTI.

SMART Goals

By the summer of 2018, CAASP/SBAC data from the Spring 2018 administration of the CAASP/SBAC will show a raw increase of 6% (from 7.94% to 13.94%) in the percentage of students scoring Standards Met or Standard Exceeded on the Math CAASP/SBAC as measured by SQII indicator 3166. Additionally, the number and percentage of students scoring Standard Met or Standard Exceeded on the Math Interim/Common Formative Assessment will increase by 7% from Math Q3 (March 2017) from 14.41% to 21.41% by the EOY 2018.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• *Percentage correct on the Interim 1 Assessment for math will increase by 7% for each respective subject.* *Algebra I FHS 36, District 33* *Geo FHS 31, District 31* *Alg II FHS 27, District 28*	Math Admin Liaison Math Accountable Communities Math PLUS teacher Instructional Coach	October 2017

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• *Percentage correct on the Interim 2 Assessment for math will increase by 7% for each respective subject:* *Algebra I FHS 29, District 34* *Geo FHS 39, District 34* *Alg II FHS 32, District 37*	Math Admin Liaison Math Accountable Communities Math PLUS teacher Instructional Coach	February 2018

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• *Analysis of student work in Accountable Communities using common formative and summative assessments to inform instruction. Review of # and % of students at defined achievement levels.*	Math Accountable Communities Math Admin Liaison	On-going

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• *Instructional Practice Guide data and AC artifacts (AC agendas, Managabac) will be used to monitor this action*	Principals/Vice Principals	Weekly (On-going)

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
RTI will be based on formative and summative data.	Math Accountable Communities 9th Grade Team 9th Grade Counselor	Monthly

Explain the Targeted Actions for Parent Involvement (required by Title I):	Describe Related Professional Learning:
• *Parents will be notified via School Messenger and flyers of math tutorials, including specific support through the after school program.* • *Teachers will contact and document parents of students receiving a D or F in their math classes.* • *A dedicated series of parent workshops on math supports and strategies.*	*Describe related professional learning:* • *Math teachers will utilize planning time as professional learning through Accountable Community collaboration. Utilizing FUSD's AC Foundations, teachers will create MYP/IB units with common formative*

assessments and performance tasks with an emphasis on conceptual learning.

- *Math teachers will spend 8 hours in on-site professional learning around MYP/IB unit planning and common formative assessments and providing remediation within the rigor of the grade level standard. Professional Learning to be delivered by Lead Teachers and on-site instructional coaches.*
- *Math teachers will engage in professional learning by conducting a book inquiry.*
- *ALL teachers will receive 3 hours of professional learning on mathematical performance tasks that promote reasoning and problem solving.*
- *Algebra 1 teachers will continue to engage in professional learning through district iPL days.*
- *Geometry teachers will continue to be supported through professional learning designed by the district with the on-going job embedded "in-class" supports provided by the department of Curriculum and Instruction.*
- *Algebra II teachers will be receiving district-wide professional learning to support the new adopted CCSS aligned curriculum.*
- *Algebra I, Geometry, and Algebra II teachers will participate in 4 professional learning days with Cornerstone Consulting with specific focus on analysis of student work in support of IB Aims and Objectives within the context of the Scope & Sequence and CCSS focus standards.*
- *Math Mandatorial teachers will receive 4 hours of professional learning and planning time to develop specifics skills to focus upon. Professional learning delivered through collaboration of Math Administrator and Lead Teachers.*

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

- *Professional collaboration and professional learning will support student learning of grade level standards through enhanced delivery of instruction and through the review of data for the purpose of remediation and acceleration within the instructional sequence.*
- *Students will receive Interactive Notebooks that will serve as an instructional tool for students to process their learning.*
- *Math-specific Mandatorials (required lunch-time tutorials) for 9th and 10th grade students. Math-specific Mandatorials to use specific skill-development content.*
- *Continuation and expansion of the SAT/IB Khan Academy Learning Lab hours and opportunities for 11th & 12th grade students.*

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

- *Bilingual Instructional Aides will provide primary language support for Beginning EL students.*
- *EL students will benefit from an added emphasis on math discourse. Specifically, each Algebra I, Geometry, and Algebra II teacher with EL students will participate in a co-teaching lesson with the support of the Math instructional coach and/or Literacy instructional coach.*
- *Upon enrollment and review of prior math achievement, all Foster Youth and responsible guardians will receive direct referral and enrollment in site mathematical-specific supports (ASSETs, Mandatorials, and Learning Lab)*
- *Students identified as SPED will have additional academic support provided to them through a supplemental support room where they will receive individual/small group assistance from a credentialed SPED teacher.*
- *To address disproportionality in student achievement for identified ethnic groups, every management team meeting will include data on 1 or more elements of student achievement disaggregated by ethnicity. Management team will identify specific actions each individual will own to address the disproportionality.*

Action # 2

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	31.75	41.75	Other - Please specify within action
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	24.51	31.51	Other - Please specify within action

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Fresno High School will continue to implement a school-wide focus on inquiry-driven instruction. This approach will center on best first instruction through Professional Learning, reinforcement of Accountable Communities' effective practices, and classroom supports and materials. **Supports will center on professional learning, with ACs as the drivers, on MYP/IB unit planning based on inquiry-based instruction, the use of common formative assessments, performance tasks, and RTI.**

SMART Goals

By the summer of 2018, CAASP/SBAC data from the Spring 2018 administration of the CAASP/SBAC will show a raw increase of 10% in the number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC (from 31.75 to 41.75%) as measured by SQII indicator 3165. Additionally, students meeting or exceeding grade level standards on Interim/Common Formative Assessments (CFA) will increase by a minimum of 7%, from 24.51% to 31.51% by the EOY 2018.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Percentage correct on the Interim I Assessment for English will increase by 7% for each respective subject.	*English Accountable Communities*	October 2017
Grade 9 FHS 43, District 46	*Lead Teachers*	
Grade 10 FHS 42, District 47	*ELA Admin Liaison*	
Grade 11 FHS 45, District 48	*Instructional Communities*	
Grade 12 FHS 46, District 53		

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:

Percentage correct on the Interim II Assessment for English will increase to meet or exceed the district average for each respective subject.

ELA Accountable Communities

Lead Teachers

ELA Admin Liaison

Instructional Coach

February 2018

   Grade 9   FHS 33, District 39

   Grade 10 FHS 43, District 48

   Grade 11 FHS 45, District 48

   Grade 12 FHS 42, District 47

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:

- *Analysis of student work in Accountable Communities using common formative and summative assessments to inform instruction. Review of # and % of students at defined achievement levels.*

All FHS Accountable Communities

Lead Teachers

Principal/Vice Principals

Instructional Coach

On-going

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:

Instructional Practice Guide (IPG) walkthrough data and Managebac will be used to monitor this action and inform next steps.

Lead Teachers

Principal/Vice Principals

On-going

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

- *Parents will have the opportunity to attend Warrior Walks to engage parents in the instructional focus of the school.*

Describe Related Professional Learning:

- Professional Learning for Lead Teachers focused on building their content knowledge on unit planning based on MYP/IB pedagogical framework.
- *All teachers will utilize planning time as professional learning through Accountable Community collaboration. Utilizing FUSD's AC Foundations, teachers will create MYP/IB units with common formative assessments and performance tasks with an emphasis on Inquiry.*
- *Continued Professional Learning on Inquiry and its supporting standards.*
- *MYP Training on RTI, rigor, and assessment philosophies*
- *Continued PL on alignment of IPG and MYP/IB framework.*
- *Professional Learning and Collaboration for ELA teachers in aligning Springboard Curriculum to the MYP framework.*

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

- Professional collaboration and professional learning will support student learning of grade level standards through micro teaching and through the review of data for the purpose of remediation and acceleration within the instructional sequence.
- Students will receive Interactive Notebooks that will serve as an instructional tool for students to process their learning.
- Students will utilize grade level appropriate materials such as academic articles as supplementary

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

- *All teachers will utilize best practices in support academic language acquisition.*
- *Students enrolled in ELD class will have access to EL Computer Lab to promote language acquisition.*
- *Beginning ELD students will have access to a Bilingual Instructional Aid in strategic core classes.*

materials in content areas.

- *Upon enrollment and review of prior academic achievement, all Foster Youth and responsible guardians will receive direct referral and enrollment in site literacy-specific supports (ASSETs, Mandatorials, and Learning Lab).*
- Students identified as SPED will have additional academic support provided to them through a supplemental support room where they will receive individual/small group assistance from a credentialed SPED teacher.

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	79.2	64.2	
3162 - Graduates who completed A-G requirements	45.1	50.1	

○ New-Action	⦿ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Fresno High School will further develop an academic Response to Intervention program as evidenced by on-going tutorials, learning labs, targeted interventions, classroom supports, and enrichment opportunities for students. Focus will be on decreasing the amount of Ds and Fs, and increasing the number of students on track for A-G course completion; thereby, increasing the amount of students who are college and career ready.

SMART Goals

By the end of the 2017-2018 school year, the number and percentage of 9th-12th grade students who were on-track at the beginning of the academic year and are enrolled in the appropriate A-G courses in the academic year will increase to 50.1% as measured by SQII indicator 3162. Additionally, by the end of the 2017-2018 school year, the percentage of students receiving a D or F will decrease by 15%.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• *Monitoring of # and percentage of students receiving Ds and Fs.*	*Principal*	On-going
	Teachers/Accountable Communities	
	All Academic Counselors	

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• *Monitoring of A-G course completion.*	Academic Counselors	On-going

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• *Monitoring of individual students who are assigned Mandatorials and the impact of attending these required tutorial sessions.*	Mandatorials/ 9th Grade VP	Each Mandatorials Cycle (every 4 weeks)
	9th Grade Intervention Counselor	

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:

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

- *Monitoring of individual students who exhibit a severe decrease in GPA at the end of the 1st and 3rd quarters.*

Owner(s):
Academic Counselors

Timeline:
Quarterly

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

- *Parents of students involved in tutorials will be contacted by liaisons so they are aware of the program.*
- *Parents of Tier 3 students will be contacted by 9th grade Intervention Counselor and a parent-teacher conference will be held.*
- *Parent informational meetings for parents of incoming 9th grade students on how to be academically successful.*
- *Parent meetings for parents of students who have multiple Ds/Fs.*
- *Parents have the option of enrolling students in Mandatorials.*

Describe Related Professional Learning:

- *Continued Professional Learning on grading practices and calibration of grading scales using IB Assessment Policy.*
- *Continued Professional Learning on the rubric development.*
- *Continued Professional Learning on utilizing academic Criteria for Success within the classroom.*
- *9th Grade and 10th Grade teachers will continue to meet monthly to develop academic interventions and to identify students in need of said interventions.*

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

- *Lunch time mandatory tutorials for students failing a class.*
- *After school tutoring 9th grade as part of the ASSETS program.*
- *Students will receive differentiated instruction within the rigor of the Common Core State Standards.*
- *Students will receive academic counseling to promote academic success*
- *Academic Counseling will facilitate GPA's Heroes*
- *Academic Counseling will coordinate College Signing Day to promote College and Career Readiness.*
- *Academic Counseling and Campus Culture Director will coordinate and facilitate Principal's Awards and Academic Awards*
- *Students who have made academic progress will receive a 180 Award.*

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

- *Continued quarterly monitoring of RFEP students.*
- *Upon enrollment and review of prior academic achievement, all Foster Youth and responsible guardians will receive direct referral and enrollment in site literacy-specific supports (ASSETs, Mandatorials, and Learning Lab)*
- *SPED, Foster Youth, and our African-American sub-groups will be monitored and those receiving multiple Ds/Fs will be enrolled in tutorials and receive additional academic counseling.*

Fresno Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Paraprof, Computer Lab Asst II	0.7500	Cls Sup-Reg	Domain 2 Action #4	$ 48,436.00
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Sub teachers/pull out days for PL/trainings Domain 1 Action 1, 2, 4, 6	$ 6,974.00
3	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental teacher contracts for intramurals, tutoring, outside the work day planning, summer planning, TOK, Action 1 Domain 1, 2,3, 4,	$ 118,417.00
3	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Action 1 Domain 1, 2, 3, 4	$ 6,019.00
3	1	Title 1 Basic	Parent Participation	Materials & Supplies				Materials and supplies, NO FOOD, NO INCENTIVES for parent center Domain 1 Action #7	$ 6,000.00
3	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology for core and elective classrooms Domain 1 Action 1, 2,3, 4, 6	$ 6,749.00
3	1	Sup & Conc	Instruction	Materials & Supplies				Supplemental supplies and materials for core and elective classes, office supplies, grade distribution, parent meetings, counseling, technology, ManageBac site license (Faria Systems) Goal 2 supplies and trainings, Academic rewards, Turn it in. com, Perso	$ 82,353.00
3	1	Sup & Conc	Instruction	Non Capitalized Equipment				technology - Math, ELA, SPED, IB testing, Library Domain 1 Action 1, 2, 3, 4,	$ 41,006.00
3	1	Sup & Conc	Instruction	Direct Transportation (Dr)				Study trip bus Domain 1 Action 4	$ 2,000.00
3	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Planners/banners/posters - Domain 1& 2 Action 1, 2, 3, 5,7	$ 10,000.00
								Total	$ 327,954.00

Action # 4

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3162 - Graduates who completed A-G requirements	50.1	60.1	

○ New-Action	◉ On-going	**Reasoning:** ☐ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Fresno High School will further develop its IB Middle Years Programme (MYP) and IB Diploma Programme through the development of a guaranteed curriculum, unit planning, professional learning, vertical articulation and alignment of courses. Fresno High will continue the development of the IB Careers Programme in support of rigorous career-technical education (CTE) coursework. Fresno High will further develop the IB/MYP Personal Projects for all 10th grade students, and increase academic supports for students through inquiry-based, internationally minded, and service-based learning opportunities; thereby offering all Fresno High School students equitable access to a rigorous curriculum so that all students have the greatest number of post-secondary options upon graduation. Additionally, Fresno High School will further support its IB programs by providing support for Internal Assessments, Extended Essays, Theory of Knowledge, Personal and Professional Skills, and a paraprofessional computer lab assistant to assist in IB and MYP courses in addition to funding extra pay contracts for those providing services beyond the school day.

SMART Goals

By June of 2018, the number of FHS students passing IB assessments (4+)* will increase by 5% from June 2017 .

*4+ represents a passing score on an IB Assessments.

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

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

- *Student performance on Internal Assessments*
- *Completion percentage of the Extended Essay and Theory of Knowledge*
- *Planned MYP/DP/CP Units (1+ per quarter), capture of student work and evidence of common assessments aligned with external assessments.*
- *Number and percentage of students who complete the 10th Grade MYP Personal Project*

Owner(s):

All Teachers/Accountable Communities

Principal

VP's over DP, CP and MYP

IB Coordinator

MYP Coordinator

Timeline:

Principal will distribute IB exams scores for measurement by Summer of 2018.

Principal will ensure that Interim assessment goals will be measured and monitored twice a year, within of testing administration

VPs over DP/CP/MYP will work with IB and MYP coordinators to monitor Managebac bi-weekly, with quarterly checks of planned units.

VPs over their designated departments will monitor Common Formative and Summative Assessments will be on-going throughout the year.

Walkthrough Data utilizing the IPGs and classroom Warrior Expectations will be analyzed weekly through Aligned Instructional Learning Systems (AILS)Meeting

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

- *Communication with students and parents of the IB DP Assessment Calendar and MYP Personal Project dates*
- *Involvement of parents in the review of personal projects*
- *Parent informational meetings for the MYP to DP or CP transition (Commitment Nights)*
- *Parent participation in the scheduling of DP coursework and full diploma status*
- *Communication through principal coffee talks*
- 8th Grade IB/MYP Parent Night to be held in the Spring for Incoming 9th Grade students

Describe Related Professional Learning:

- *IB authorized trainings; on-site professional learning and on-site consultation services conducted by on-site IB support staff; buy-back days; use of 54-hours for professional learning in support of unit planning and common assessments; vertical articulation (including connection with regional feeder schools)*
- *Accountable Communities Pull-Out Day*

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

- *Access of all students to a rigorous curriculum framework and student-centered classrooms*
- *Access for all students to World Language curriculum and coursework including supplemental textbooks.*
- *Opportunity for all 10th grade students to engage in real-world inquiry-based projects based on their personal interest*
- *Support of student growth in social-emotional learning through IB Approaches to Learning, Personal and Professional Skills, International Mindedness, and Theory of Knowledge (Metacognition)*
- *IB tutorials and use of the Khan Academy Learning Lab*
- Increased resources for Recruitment (DP/CP/MYP)
- Increased Technology for students for Internal Assessment Uploads including 5-8 dedicated laptops to be located in the IB Office.
- DP Summer Learning Programs
- IB Summer Bridge Program for Incoming 9th graders
- Increased allotment of resources for Makerspace and Personal Projects.
- A supplemental pay contract for Personal Projects and Makerspace
- Student access to Turn-it-In.com
- Target supplemental instruction through Pamoja.

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

- *Fresno High's IB Language Policy supports for EL students: Students are supported in their development of language in the classroom through the use of several instructional strategies, including, but not limited to:*
- *The instruction, discussion and use of language registers that are appropriate to activity.*
- *The use of academic sentence frames with varying complexity and freedom depending on the need of the individual student.*
- *The use of groups/collaborative work to insure that every student speaks, writes, reads and listens in each class.*
- *Learning Lab support of EL students with content in their native language.*

- Paraprofessional Computer Assistant will provide technological support to students as they develop their digital literacy skills.

Fresno Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Travel				Travel expenses for teacher trainings Domain 1 Action 4	$ 40,000.00
4	1	Sup & Conc	Instruction	Travel & Conferences				Conference registration Domain 1 Action 4	$ 20,000.00
4	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating				Cornerstone - Professional training for IB and MYP teachers Domain 1 Action 4	$ 8,000.00
								Total	$ 68,000.00

Action # 5

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

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	94.28	95.28	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Fresno High School recognizes that attendance is a critical component for student success. In the 2017-2018 academic school year, Fresno High 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 providing a part-time attendance clerk that will support the needs of all students and a full-time school Child Welfare Attendance Specialist who will extend targeted interventions for those who are identified as chronically absent. Additionally, the school will continue to fund key attendance programs and activities such as the Attendance Matters meetings that provides parents with pivotal information regarding attendance and strategies to support the improvement of attendance.

SMART Goals

By the end of the 2018 academic school year, the Average Daily Attendance (ADA) rate will increase from 94.28 to 95.28%.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• *Weekly Monitoring of Attendance Data by the Attendance team and Attendance VP, measuring the following data points:* • *Weekly ADA rates* • *Tier 2 students, students who have been identified as Habitually Truant or Chronically Absent.* • *Tier 3, students who have been identified as severely chronically absent and are in the midst of the SART/SARB process.* • *Child Welfare Attendance Specialist will generate a weekly list of Tier 2 chronically absent students and document interventions including parent conferences and home visits.* • *The attendance team will utilize daily absences to target interventions.*	*Principal* *Attendance VP* *Attendance Team (including Child Welfare Attendance Specialist, Community Liaison, Home School Liaison, Parent University Liaison and Attendance Clerks)*	*Principal will communicate attendance trend data in climate/culture email 1x a month.* *VP over Attendance will pull weekly ADA reports for analysis.* *9th Grade VP and VP over Attendance will generate a list of Tier 2 students on a weekly basis for distribution to attendance team.* *Child Welfare Attendance Specialist will utilize Tier 2 data and provide a list of documented interventions to VP over attendance on a weekly basis.*

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

Describe Related Professional Learning:

- *Bi-weekly Attendance Matters Meetings—These meetings focus on providing parents with information regarding Fresno High's attendance policy, strategies for improvement of attendance, and support services available on-site.*
- *On-going parent phone calls notifying parents of missed class periods.*
- *SART Meetings*

- *In the 2017-2018 school year, there will be staff development on attendance procedures and interventions.*
- *The attendance team will hold weekly meetings in which interventions are further developed.*

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 the Child Welfare Attendance Specialist.*
- *Students who are identified as Tier 3 will participate in an attendance compact.*
- *Attendance Matters Meetings will have an added component for student involvement.*

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

- *Child Welfare Attendance will track and provide additional supports for our SPED, Foster Youth, and African-American sub-groups.*
- *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*

Fresno Budgeted Expenditures								
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Reg	Assistant, Attendance Records	0.4375	Cl&Tech-Reg	Domain 2 Action #5	$ 12,530.00
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Specialist, Chd Wel & Attnd I	1.0000	Cls Sup-Reg	Domain 2 Action 5	$ 68,089.00
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Overtime				Overtime for staff - attendance meetings, home visits, grade distribution night, campus assistant supervision Domain 2 Action #5	$ 8,377.00
5	2	Sup & Conc	Attendance & Social Work Services	Local Mileage				Mileage for HSL home visits Domain 2 Action #7	$ 2,000.00
								Total	$ 90,996.00

Action # 6

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

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	15.23	20.23	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Fresno High School will continue to implement teacher professional learning around strategies and supports for teaching English Learners (EL) with a focus on supporting re-designation for all EL students within five years. Professional Learning will include academic language acquisition within an inquiry-based content area classroom, literacy skills, writing development and using EL data indicators to inform instruction. Additionally, classroom supports including Bilingual Instructional Assistants, interventions, and incentives will be offered for the purpose of increasing the percentage of students at Fresno High School that are re-designated as English proficient for the 2017-2018 school year. Extension learning for parents of English Learners will also be offered through Parent University and Fresno High School's Community and Home School Liaisons.

SMART Goals

The percentage of Fresno High School's Long Term English Learners (LTELs) who are redesignated by the end of the 2017-2018 school year will rise from 2015-2016 of 15.23% to 20.23% as measured by SQII indicator 917.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• *Monitoring of D's and F's at each quarter for EL students to ensure that students are placed in EL tutorials when warranted.* • *Monitoring of EL students performance on Illuminate Interim Assessment*	*Principal* *Teachers/Accountable Communities* *VP of English Learners* *Head Counselor* *Instructional Coach*	*Principal will communicate EL data in Warrior Focus (Quarterly)* *Head Counselor and EL VP will work on placing Bilingual Instructional Aides in classes of need at the beginning of the academic school year.* *EL VP will monitor Ds/Fs quarterly and EL tutorial attendance on a bi-weekly basis. .*

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Monitoring of CELDT data to ensure correct course placement.	*Head Counselor*	*Head Counselor will ensure correct placement of EL students in course at the beginning of the academic school year*

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

Monitoring of academic progress for ninth grade EL students through FHS' ninth grade PUSH model.

Owner(s):

VP of English Learners

Instructional Coach

Timeline:

Instructional Coach will hold monthly EL sessions with 9th grade ELA and Science teachers.

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

Parent notification of CELDT and Illuminate administrations and strategies to support building language acquisition through ELAC meetings.

Parent Warrior Walks will address ELL instructional needs.

Describe Related Professional Learning:

- *Professional learning through intentional collaboration with Instructional Coach with an emphasis on developing lessons with high impact EL strategies and learning activities.*
- *Professional learning on Criteria for Success for academic writing.*
- *Professional Learning on implementing the ELD and State Standards will be held in the beginning of the 2017-2018 school year. .*
- *Continued emphasis on Academic Vocabulary in all subject areas*
- *Principal will communicate EL Instructional Focus quarterly to all staff members by way of the Warrior Focus email.*
- *The instructional coach will provide professional learning on the use of the EL Goal Setting Report to identify target students and understand all EL students' instructional needs.*
- *The Instructional Coach will provide instructional support on the use of Complex Talk.*

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

- *Bilingual Aides will be placed in classes with a significant number of English Learners. They will help explain directions and/or instruction and monitor student progress of classwork and their understanding of the homework.*
- *ELD language teacher will receive 12 computers to aid in language acquisition and the new ELL curriculum adoption.*
- *EL students will be involved in CELDT chats prior to administration of test to ensure clear communication of the purpose of the exams and to know how they will be tested.*
- *EL students in need of additional academic supports will participate in EL tutorials.*
- *Ninth grade EL students in need of additional differentiation will participate in flexible pull-out teaching sessions during non iPL weeks where their 9th grade ELA and science teachers provide additional EL supports.*
- *Incentives for improvement on the CELDT.*

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

(See Direct Instructional Services to Students)

Fresno Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.7500	Ins Aide-Reg	Domain 2 Action #6	$ 42,049.00
6	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.7500	Ins Aide-Reg	Domain 2 Action #6	$ 42,544.00
6	1	Title 1 Basic	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.2000	Teacher-Regu	Domain 1 Action #6	$ 21,936.00
6	1	Title 1 Basic	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.2000	Teacher-Regu	Domain 1 Action #6	$ 23,266.00
6	1	LCFF: EL	Instruction	Books & Other Reference				Books for EL classes Domain 1 Action 6	$ 1,000.00
6	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC/CELDT assessor Domain 2 Action 6	$ 5,000.00
								Total	$ 135,795.00

Action # 7

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

School Quality Review

SQII Element	Current %	Target %	Vendor
2523 - Total graduation rate	89.1	95.1	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Understanding that parents and guardians are important partners in the education of all children, Fresno High School will further develop its parent engagement model so that there is an increase in the amount of parent involvement at school; thereby, increasing the graduation rate. This model will ensure that parents and guardians are equipped with strategies to better support the academic and social-emotional needs of their students while providing valuable input through feedback loops and decision-making processes for the betterment of all students. Fresno High will also implement a comprehensive parent communication and outreach program to develop greater parent attendance at school sponsored events, resulting in increased parent involvement. A Home School Liaison and Community School Liaison will facilitate parent outreach and Spanish interpretation for parents.

SMART Goals

By the end of the 2017-2018 school year, total graduation rate for Fresno High School will increase by 6% to 95%

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Attendance Monitoring of Each of the following Parent Initiatives: • *Coffee Chat* • *FHS Parent Classes* • *Tribal Council Meetings* • *ELAC Meetings* • *International Baccalaureate (IB)/Diploma Program(DP) Parent Meetings* • *Parent University Workshops* • *FCOE sponsored Parent Workshops* • *Warrior Walks* • *Regional Parent Meetings* • *Responses on the Parent Survey in the Spring of 2016 will be used as interim evidence.* *Community School Liaison (CSL) and Home School Liaison (HSL) will track parent outreach through data collection on a weekly basis*	*Principal* *IB VP* *DP VP* *CP VP* *Parent University VP* *HSL VP* *ELAC VP*	*Principal will monitor Coffee Chat Meetings Monthly* *HSL VP will monitor Parent attendance of Parent Classes on a bi-weekly basis.* *Tribal Council VP will monitor attendance of monthly meetings.* *ELAC VP will monitor quarterly meetings.* *HSL VP will measure Regional Parent Meetings attendance, 1x each semester.* *IB/DP VP will collect attendance data after each meeting.* *HSL will measure CSL and HSL parent outreach data on a weekly basis.*

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

- *Grade Distribution Night will be held in the Fall and Spring of the 2016-2017 school year.*
- *Coffee Chats will be held monthly as an opportunity for parents to hold discussions on pertinent FHS topics.*
- *The Home School Liaison (HSL) and Community School Liaison (CSL) will hold workshops focused on parent selected topics.*
- *Tribal Council's Vice Principal will serve as a liaison to further develop a working relationship with the parent group.*
- *IB/DP parent meetings will be held monthly to inform parents of pertinent IB/DP information on the navigation of each program.*
- *Parent University will hold a series of 2-4 parent workshops on key topics affecting parents.*
- *Parent Warrior Walks will be held monthly as a way of providing insight on classroom instruction and State Standards.*
- *Fresno High will hold regional parent meetings twice a year.*
- *Daily home visits conducted by the Child Welfare Attendance Specialist, Home School Liaison, and Community School Liaison.*
- *Home School Liaison will be housed in the Counseling office to better support parent conferences.*

Describe Related Professional Learning:

- *Home School Liaison (HSL) and Community School Liaison (CSL) will attend district sponsored professional learning throughout the school year.*
- *The Vice Principal that oversees HSL and CSL will hold bi-weekly meetings with both that will serve as job-embedded training.*
- *Teachers will receive updates and information regarding parent outreach opportunities.*

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

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

- *Continue on-going support of ELAC (EL Parents Advisory Group)*
- *Continue to provide English classes*
- *HSL and CSL will continue to provide Spanish support at meetings and through parent communication*

Fresno Budgeted Expenditures								
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	1.0000	Cls Sup-Reg	Domain 1 and 2 Action #7	$ 59,243.00
7	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Sch/Community Spanish	1.0000	Cls Sup-Reg	Domain 1 & 2 Action #7	$ 67,080.00
7	2	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Extra pay contracts/ babysitting for parent meetings Action 2 Domain #7	$ 602.00
7	2	LCFF: EL	Parent Participation	Materials & Supplies				Supplies for Parent Center/EL classes, parent meetings, grade distribution, Coffee talk, Warrior Walks Domain 2 Action #7	$ 13,420.00
								Total	$ 140,345.00

Action # 8

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

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	19.29	12.29	

○ New-Action	○ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Fresno High School will create a multi-tiered system of escalated behavioral and social-emotional supports for students as a way of developing positive social-emotional skills that align to the school-wide learner outcomes known as FHS' Warrior Way Learner Profiles. Tier 1 services will focus on the school-wide development of the Warrior Way and the consistency of communication and implementation of social emotional initiatives developed through FHS' 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. These interventions include the Student Re-Engagement Center, FHS' Re-Engagement TSA, FHS' Restorative Counselor, and a dedicated Assistant Resource Counselor.

SMART Goals

By the end of the 2017-2018 school year, the number and percentage of students who have been suspended will decrease from the end of 2015-2016 end of the school year average of 19.29.% to 12.29% as measured by SQII indicator 843.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• *Tracking of ATLAS misbehavior log entries to inform classroom and individual student needs.* • *On-going calibration of incidents of suspensions and responses to referrals.* • *Weekly monitoring of suspension rates and Ed Code violations.*	*Principal* *All teachers/Accountable Communities* *Culture & Climate/Class Meetings VP*	*Principal will communicate Social-Emotional Data to staff.* *Culture and Climate VP will meet with Culture and Climate team monthly and communicate to staff.* *Class Meetings VP will work with Culture and Climate team to ensure the Class Meetings are held 2x a month.*

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

Weekly monitoring of Student Re-Engagement Center (SRC) data which will include reason for referral.

Owner(s):

Student Re-Engagement Center VP

Student Re-Engagement Teacher

Restorative Practice Counselor

Resource Counseling Assistant

Timeline:

SRC VP and SRC Teacher will provide SRC data weekly.

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

- Log of all class meeting topics and dates of instruction will be kept on the FHS SharePoint.

Owner(s):

Class Meetings VP

Class Meetings Curriculum Developer

Timeline:

This will be done twice a month.

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

- *Select parent meetings will be centered on social-emotional and positive behavior supports.*
- *Parent notification of misbehaviors*
- *Parent conferences will be scheduled to support students who are disproportionately disciplined for defiance.*
- *Summer home visits for in-coming 9th grade students who have been identified as "at-risk" based on 8th grade data.*
- *Home Visits for students who exhibit repeated misbehaviors.*

Describe Related Professional Learning:

- *Admin team will participate in job-embedded on-going professional learning on discipline that mediates behavior.*
- *Regional Collaboration on Social-Emotional skills.*
- *On-going Professional Learning on Eric Jensen's Engaging Students with Poverty in Mind.*
- *Continued support for on-going Discipline in the Secondary Classroom trainings held monthly at FHS by the district's Climate and Culture TSA for the Fresno High region.*
- *Professional learning to support strategies for student engagement.*
- *On-going training for FHS' Culture and Climate team.*

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

- *Students will receive instruction through bi-weekly class meetings with appropriate materials.*
- *Warriors of the Month will be recognized and celebrated for exhibiting attributes of the Warrior Way.*
- *Students will receive social-emotional supports in the Student Re-Engagement Center with curriculum that promotes the development of social-emotional skills and positive interactions.*
- *Students will receive instruction on school-wide behavioral expectations using information from the student handbooks.*
- *Students will receive classroom supports from those attending Discipline in the Secondary Classroom, CHAMPS, and Tough Kids Training.*
- *Support for Men's and Women's Alliance students through field trips, elementary school mentoring, and service projects.*
- *Guest speakers for targeted student audiences.*
- *Field trips for targeted students to provide enrichment opportunities.*
- *Vice Principals will provide instruction to 9th grade students targeting positive behavior strategies twice a year.*

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

- *A designated ELAC meeting will address the Warrior Way Learner Profiles and positive behavioral supports.*
- *Enhanced monitoring of data to surface disproportionality amongst sub-groups.*

Fresno Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	2	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Regular	Assistant, Resrce Cnslg	1.0000	Cls Sup-Reg	Domain 2 Action #8	$ 49,495.00
								Total	$ 49,495.00

Action # 9

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

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	68.89	80.89	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Fresno High School recognizes the importance of our district's second goal (Goal 2): all students will engage in arts, activities and athletics. By providing student access and supports to a multitude of Goal 2 programs, students at FHS will increase Goal 2 participation throughout the year by engaging in clubs, athletic teams, co-curricular activities and visual and performing arts activities, and class sponsored activities. Additionally, through this action, Fresno High will provide opportunities that promote the transition between 8th grade and 9th grade by supporting FUSD's Transitions/ Move-up initiatives.

SMART Goals

By the end of the 2017-2018 school year, the number and percentage of students engaged in Goal 2 activities will increase from the 2015-2016 end of year percentage of 68.89 to 80.89% as measured by SQII indicator 2080.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Monthly monitoring of Goal 2/Student Engagement data using the following indicators:	*Principal*	*Activities VP will pull Student Engagement data on a monthly basis.*
Number and Percentage of Goal 2 Opportunities Offered to Students, as of March 2017, at 19.01%	*Activities VP*	*CCD will offer Goal 2 input trainings on a monthly basis.*
Number and Percentage of Students Not Involved in Goal 2 As of March 2017, at 52%	*VAPA VP*	
Number and Percentage of students not engaged in any Goal 2 activities who sub-groups are more than 10% negatively disproportionately represented: As of March of 2017, 22.83%	*Student Engagement VP*	
	Campus Culture Director (CCD)	
	Athletic Director	

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
School Climate and Culture Survey Spring 2017 Results for indicators students responding they feel a part of the school.	Surveys VP	*Surveys VP will present Spring Survey data*

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

- *The Athletic Director will hold informative athletics meetings for parents of athletes.*
- *Activities VP, CCD, and Tribal Council VP will coordinate with Tribal Council for added involvement in leadership events.*
- *Parent Volunteers support select dances and games.*
- *Overview of Goal 2 activities offered will presented at the first ELAC meeting by ELAC VP in the 2016-2017 school year.*

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

- Increased resources for student rallies such as lighting, music, and spirit accessories.
- Increased participation in Goal 2 activities such as rallies, assemblies, and lunch activities.
- Increased options for student clubs based on student surveys
- Increased participation of Student Athletics through Intra-Murals
- Direct support for incoming ninth graders including planners and spirit wear.
- Increased resources for VAPA including the Band, Orchestra, Choir, Theatre, and Visual Arts such as art supplies, buses, entry fees and licensing fees.

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Describe Related Professional Learning:

- *CADA training for CCD*
- *Six hours of Professional Learning and collaboration time for Class Sponsors. Professional Learning to be held by Campus Culture Director and the Activities VP.*
- *Continued off-site Professional Learning for VAPA teachers.*
- *Professional learning for those overseeing a Goal 2 activity on entering student engagements in ATLAS.*
- *Professional learning for coaches providing academic tutorial.*

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

- *Monthly monitoring of Goal 2/Student Engagement data for the following sub-groups:*

  SPED
  Foster Youth
  African-American
  ELL

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0185 Fresno High School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
3	1	Title 1 Basic	Instruction	Teacher-Supp			Action 1 Domain 1, 2, 3, 4	6,019.00
3	1	Title 1 Basic	Instruction	Nc-Equipment			Technology for core and elective classrooms Domain 1 Action 1, 2,3, 4, 6	6,749.00
3	1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies, NO FOOD, NO INCENTIVES for parent center Domain 1 Action #7	6,000.00
3	1	Sup & Conc	Instruction	Teacher-Subs			Sub teachers/pull out days for PL/trainings Domain 1 Action 1, 2, 4, 6	6,974.00
3	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental teacher contracts for intramurals, tutoring, outside the work day planning, summer planning, TOK, Action 1 Domain 1, 2,3, 4,	118,417.00
3	1	Sup & Conc	Instruction	Mat & Supp			Supplemental supplies and materials for core and elective classes, office supplies, grade distribution, parent meetings, counseling, technology, ManageBac site license (Faria Systems) Goal 2 supplies and trainings, Academic rewards, Turn it in. com, Personal Projects Domain 1, 2, Action 1, 2, 3, 4, 5, 6, 7, 8,9	82,353.00
3	1	Sup & Conc	Instruction	Nc-Equipment			technology - Math, ELA, SPED, IB testing, Library Domain 1 Action 1, 2, 3, 4,	41,006.00
3	1	Sup & Conc	Instruction	Direct Trans			Study trip bus Domain 1 Action 4	2,000.00
3	1	Sup & Conc	Instruction	Direct-Graph			Planners/banners/posters - Domain 1& 2 Action 1, 2, 3, 5,7	10,000.00
3	1	Sup & Conc	Attendance & Social Work Servic<	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.750	Domain 2 Action #4	48,436.00
4	1	Sup & Conc	Instruction	Trvl & Conf			Conference registration Domain 1 Action 4	20,000.00
4	1	Sup & Conc	Instruction	Travel			Travel expenses for teacher trainings Domain 1 Action 4	40,000.00
4	1	Sup & Conc	Instruction	Cons Svc/Oth			Cornerstone - Professional training for IB and MYP teachers Domain 1 Action 4	8,000.00
5	2	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, Attendance Records	0.438	Domain 2 Action #5	12,530.00
5	2	Sup & Conc	Attendance & Social Work Servic<	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	1.000	Domain 2 Action 5	68,089.00
5	2	Sup & Conc	Attendance & Social Work Servic<	Cls Sup-Ovr			Overtime for staff - attendance meetings, home visits, grade distribution night, campus assistant supervision Domain 2 Action #5	8,377.00
5	2	Sup & Conc	Attendance & Social Work Servic<	Local Mileag			Mileage for HSL home visits Domain 2 Action #7	2,000.00
6	1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.200	Domain 1 Action #6	21,936.00
6	1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.200	Domain 1 Action #6	23,266.00
6	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.750	Domain 2 Action #6	42,049.00
6	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.750	Domain 2 Action #6	42,544.00
6	1	LCFF: EL	Instruction	Bks & Ref			Books for EL classes Domain 1 Action 6	1,000.00
			Instruction	Direct-Other				

6	1	LCFF: EL	Instruction	Direct-Other			: ELPAC/CELDT assessor Domain 2 Action 6	5,000.00
7	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Extra pay contracts/ babysitting for parent meetings Action 2 Domain #7	602.00
7	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	1.000	Domain 1 & 2 Action #7	67,080.00
7	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.000	Domain 1 and 2 Action #7	59,243.00
7	2	LCFF: EL	Parent Participation	Mat & Supp			Supplies for Parent Center/EL classes, parent meetings, grade distribution, Coffee talk, Warrior Walks Domain 2 Action #7	13,420.00
8	2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Assistant, Resrce Cnslg	1.000	Domain 2 Action #8	49,495.00

$812,585.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$190,895.00
Sup & Conc	7090	$517,677.00
LCFF: EL	7091	$104,013.00
Grand Total		**$812,585.00**

Domain Totals	Budget Totals
Academic	$531,749.00
SEL / Culture & Climate	$280,836.00
Grand Total	**$812,585.00**

04/18/2017