

## Gaston Sr. Middle

10621660129338

Principal's Name: Felicia Quarles-Treadwell

Principal's Signature: 

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

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<b>Action Plan</b>	<i>Action designed to meet the needs and accomplish the goals</i>
<b>Budget</b>	<i>Allocations and planned expenditures</i>

<b>District Goals</b>	
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**

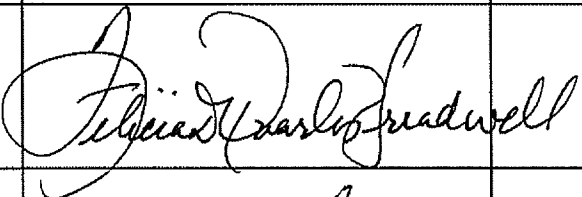

The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures 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**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Felicia Quarles-Treadwell</b>	X				
2. <b>Chairperson - Jose G. Mendez</b>				X	
3. <b>Hortencia Ramirez</b>				X	
4. <b>Joe Reyes</b>				X	
5. <b>Lennis Starks</b>					X
6. <b>Blake Valdez</b>					X
7. <b>Maria Jose Galdamez</b>					X
8. <b>Sandra Gutierrez</b>			X		
9. <b>Maria Arangure</b>			X		
10. <b>Josh Gomes</b>		X			
11. <b>Felicia Burrell</b>		X			
12. <b>Mallorie Fagundes</b>		X			
13. <b>Arpy Imirian</b>		X			
14.					
15.					

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

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Felicia Quarles-Treadwell		3/29/17
SSC Chairperson	Jose G. Mendes		3/29/17

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

Gaston - 0575

**ON-SITE ALLOCATION**

3010	Title I	\$55,636 *
7090	LCFF Supplemental & Concentration	\$178,654
7091	LCFF for English Learners	\$74,676
<b>TOTAL 2017/18 ON-SITE ALLOCATION</b>		<b>\$308,966</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,296
Remaining Title I funds are at the discretion of the School Site Council	\$54,340
<b>Total Title I Allocation</b>	<b>\$55,636</b>

## 2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

### 1 - Academic Performance/Growth/Completion

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	<a href="#">3165</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (ELA)	16/17	N/A <sup>3</sup>	13.39%	16.75%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3166</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (Math)	11/17	N/A <sup>3</sup>	5.88%	9.86%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3158</a>	<b>District Dashboard (Goal 4):</b> Percentage of students with a D or F on their report card	17/17	0.00% <sup>4</sup>	83.77%	79.51%	72.64%	•LCAP Dashboard - 8OtherPupilOutcomes
<input checked="" type="checkbox"/>	<a href="#">6256</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	16/17	N/A <sup>7</sup>	N/A <sup>7</sup>	10.95%	21.79%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	<a href="#">6258</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A <sup>8*</sup>	N/A <sup>8</sup>	N/A <sup>8</sup>	0.00%	4.79%	•LCAP Dashboard - 4PupilAchievement

### 2 - Social Emotional/Climate Culture

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	<a href="#">917</a>	<b>District Dashboard (Goal 1):</b> Number and percentage of English	13/16	0.00%	11.92%	14.14%	7.81%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL

								Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
		Learner students redesignated (current progress).						
		<b>Annual Measurable Achievement</b>						
		<b>Objective 2:</b>						
<input type="checkbox"/>	<a href="#">863</a>	Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	11/17*	0.00%	16.67%	N/A <sup>9</sup>	N/A <sup>9</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">2358</a>	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	6/16	0.00%	67.06%	52.35%	51.41%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">48</a>	ADA Attendance Rate	8/17	0.00%	93.61%	94.59%	94.65%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	8/17	0.00%	16.85%	14.44%	13.22%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	<a href="#">4849</a>	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	11/17	N/A <sup>10</sup>	N/A <sup>10</sup>	51.90%	43.25%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">2001</a>	<b>District Dashboard (Goal 4):</b> On-campus suspension instances per 100	11/17	0.00%	29.59%	8.71%	9.92%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	<a href="#">843</a>	<b>District Dashboard (Goal 4):</b> Out of school suspension instances per 100	8/17	0.00%	59.18%	22.33%	25.93%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	<a href="#">528</a>	<b>District Dashboard (Goal 4):</b> Expulsions per 100	9/17	0.00%	1.75%	0.61%	0.48%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	<a href="#">1299</a>	Number and percentage of 7th-8th grade students who dropped out	12/17	0.00%	2.37%	2.09%	0.60%	•LCAP Dashboard - 5PupilEngagement
<input checked="" type="checkbox"/>	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	9/17	0.00%	75.66%	81.47%	53.05%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture -



<input checked="" type="checkbox"/>	<a href="#">7137</a>	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	15/17	N/A <sup>13</sup>	N/A <sup>13</sup>	53.20%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input checked="" type="checkbox"/>	<a href="#">7136</a>	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	16/17	N/A <sup>13</sup>	N/A <sup>13</sup>	62.29%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input checked="" type="checkbox"/>	<a href="#">7139</a>	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	15/17	N/A <sup>13</sup>	N/A <sup>13</sup>	52.11%	N/A <sup>13</sup>	•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: felicia.treadwell - 03/02/2017

Save

## Gaston Middle 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
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	22	45	Other - Please specify within action
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	17	40	Other - Please specify within action



New-Action



On-going

**Reasoning:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Detail the Action

Literacy: Through a school-wide integration of anchor literacy skills and AC planning of CFAs, RBGaston will increase percentage of all R B Gaston Students that meet proficiency on ELA Standards using a school wide focus on quarterly student goal setting by tracking results of common formative assessments, interim data and SBAC data.

Vendor- Ricoh is our copy machine and used to support teachers in all lesson and support team for PL

Fresno Unified Graphics- Student Agendas, Communication to parents and students, Structures for School and Class Expectations

ACSA- Purchase a book for book study (Professional Development)

Near Pod- Enhances technology in the classroom

### SMART Goals

By June 2018, our goal is to increase the number of RBGaston Students from 22% to 45% scoring Standards Met or Standards Exceeded on the ELA Common Formative Assessments (Interim 2).

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

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

#### Plan/Problem of Practice

In an effort to increase literacy for all students, Gaston will integrate anchor literacy skills school wide based on weak literacy standards from the year prior. Gaston will choose essential standards and comprehensively

**Owner(s):**

**Principal** will monitor and communicate to SSC

**VPs** will monitor and communicate to ELAC as well as support all assessments/data

**Timeline:**

Summer- August 9-11 to review data

August 14- Student Set Goals for interim 1 in Start of School Opening activities and Certificated Staff will

integrate skills through a quarterly literacy skill foci which will be implemented school-wide (RTI Tier 1). This will be driven by AC planning of instruction, calendared common formative assessments and data collection through the regular use of the Criteria Analysis Tool and monthly reporting of evidence of student learning. This focus will be around sharing instructional strategies that produced the highest results.

[Data: 2017 Interim #2, 2017 SBAC]

Summer- Review data from SBAC and Interim to identify standards

Quarter 1 – Students will update agendas to establish goals for the year and for the quarter.

Mid Quarter 1- Students Failing ELA will be selected to take an additional Pre and Post Test on 2 essential standards for that quarter and have reteaching every two weeks. (RTI Tier 2)

Quarter 2 – Students will update agendas to establish goals for interim 1 and for the quarter. (RTI Tier 2, Students that failed ELA will be placed with the Essential Standards Team for a Pre and Post Assessment on the same prior 2 standards and 1 additional standard for Quarter 2 and have a reteaching every two weeks.)

Quarter 3 – Students will update agendas to establish goals for interim 2 and for the quarter. (RTI Tier 2/3, Students who failed QRTR 2 and 3 will be sent forward to SST for possible Tier 3 intervention and /or assessment.)

Mid Quarter 3- Students Failing ELA will be selected to take an additional Pre and Post Test on 4 essential standards for QRTRS 1, 2 and 3 and have reteaching every two weeks. (RTI Tier 2)

Quarter 4 – Students will update agendas to establish goals for SBAC and for the quarter.

#### Do/Implement/Collect Evidence

Plan/Teach common lesson with criteria for success – bi-weekly

Collect Student Work to take through Criteria Analysis Tool – bi-weekly

Collect and report out Evidence of Student Learning for each common lesson

Supervising administrator will collect evidence of AC work and provide feedback

ILT AC cross reference students by Grade Level to determine who continues to not progress. RTI schedule will be created to have a day every other week of reteach, or review using an AC created pre/post short assessment (AC will decide and rotate a teacher in to this role for equity).

#### Study/Reflect

AC will study evidence of student learning to discover where teachers have had great success, discuss how that happened and try to duplicate it in other classrooms.

AC will study ratings of student work against criteria for success to discover modifications needed to instruction, patterns of student learning problems and possible causes.

#### Act/What to do Next

AC will celebrate successes! The successes will be memorialized on the 'WIN' Wall . AC will then create a plan that addresses question numbers 3 and 4 of the four grounding questions for students who did/did not master the objective of the lesson.

At the end of the quarter, staff will bring AC documents and student artifacts for a time of reflection upon successes and challenges, then propose next steps for the work that will continue for the next quarter. The PDSA/CCI cycle continues each quarter.

**GLA and Academic Counselor** will monitor grades, organize PAWs Tutoring

**LEAD Teacher** will review data and report to ILT

**AC Teams** will create common assessments, monitor data and communicate to students and parents

**-Before and After School Program** will support students with reviewing data, completing missing assignments and assisting with communicating with adults

create dates for common formative assessments.

October- Staff Present out results. Week of Oct 9  
Students set Goals for interim 2.

January-Staff Present out results from Quarter 2.  
Students set and review Goals for interim 2. set goals for quarter 3.

March 19-Staff Present out results from Quarter 3.  
Students set and review results from interim 2. set goals for SBAC and quarter 3.

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

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Student reports will be sent home to parents immediately after each quarter is completed. School-wide and grade level results from interims will be regularly communicated to the SSC/ELAC. Regular communication to parents about our literacy foci and grade progress will be conveyed through individual student reports sent home with students for their families. As well the monthly Coffee Hours include a standing agenda item called, 'What should you hear your child talking about academically tonight?' The main contact for Coffee Hour being the Home School Liaison and Academic Counselor. Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

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

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Students will be taught to explain their goals for each quarter using a script from their agendas.

- Pre and Post assessments will be created (illuminate/white board/software/Near Pod)
- Increased use of literacy skills with common academic language across content areas and highlighted throughout the school so all students (disproportionate low income) are able to visualize reminders.
- Increased use of common formative assessment results applied to individual student instruction
- Materials and Supplies for good 1<sup>st</sup> teach and for reteach during tutoring.

### Describe Related Professional Learning:

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- Whole staff PL through 54 hours led by administrative team, identified teacher leaders
- Specific clarity on classroom foundations and ACs for teachers new to Fresno Unified teacher and new to Gaston in August
- Calibration within ACs and across ACs on what IPG tenets look like at Gaston Middle School.
- On going support during side-by-side work for teachers to analyze student work using the Criteria Analysis Tool and Common Formative Assessment Rubric.

At the beginning of each quarter, provide staff with a calendar for AC work for that indicates the week they will plan/teach the common lesson with the criteria for success, take student work through the Criteria analysis tool, discuss common grading criteria and report out evidence of student learning to each other.

Provide PL on identified literacy skills for each quarter.

Support for Non ELA Staff will come from site Professional Learning using the guidelines for designing and delivering high quality professional learning for Content, Process, Context and implementation.

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

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Specific attention to our identified sub groups-African American Males, foster youth, Male s, low SES through the following:

- Flexible grouping as needed to deepen and extend learning (RTI driven by AC)
- Small group instruction through PAWs (after school tutoring with a special bus for transportation) at targeted intervals of the school year
- Access to equipment and software
- BSU invites all students to join their club on 'Study Group' days (bimonthly) where they review ATLAS, there is training on how to email teachers and properly request support, assignments, etc.

Gaston Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Middle School	0.1250		Prep buy out for Robin Snowden EID#1045068-savings from this position will be used for materials and supplies 6.Support for Tier 2 and 3 behaviors.SEL/CC	\$	10,708.00
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Middle School	0.1250		Prep buy out for Keith Travis EID#1048724-savings from this position will be used for materials and supplies 7.Electives and Goal 2.SEL/CC	\$	10,708.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitutes for teachers in support of planning and development	\$	13,945.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts to support academic interventions	\$	16,579.00
1	1	Title 1 Basic	Attendance & Social Work Services	Classified Support-Extra Time				Extra time for HSL	\$	854.00
1	1	Sup & Conc	Instruction	Copier Maintenance				Copier maintenance in support of teachers and students 2.Increase Math proficiency using CFAs.Academic 3.Increase EL access to ELD to increase redesignation.Academic 8.PBL through school-wide theme.Academics 9.Enchance instruction using CFAs, ipg, region	\$	6,000.00
1	1	Sup & Conc	Instructional Supervision & Administration	Office Equipment Lease				Copier lease in support of instruction 2.Increase Math proficiency using CFAs.Academic 3.Increase EL access to ELD to increase redesignation.Academic 8.PBL through school-wide theme.Academics 9.Enchance instruction using CFAs, ipg, region & PAC.Academic	\$	15,000.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphic in support of academics 2.Increase Math proficiency using CFAs.Academics 3.Increase EL access to ELD to increase redesignation.Academic 4.Tech. to decrease Ds and Fs in all content areas.Academics 5.Reinforce SEL learning in advisory & PL.SEL/CC 6	\$	8,000.00
1	2	Sup & Conc	Instruction	Books & Other Reference				Book Study to support instruction 2.Increase Math proficiency using CFAs.Academics 3.Increase EL access to ELD to increase redesignation.Academic 4.Tech. to decrease Ds and Fs in all content areas.Academics 5.Reinforce SEL learning in advisory & PL.SEL/CC	\$	1,000.00
								<b>Total</b>	\$	<b>82,794.00</b>

**Action # 2**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	5	35	Other - Please specify within action
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	9	40	Other - Please specify within action

New-Action   
  On-going   
 Reasoning:  Strong Evidence   
  Moderate Evidence   
  Promising Evidence

Detail the Action

Math- Through AC planning using high leverage standards (using the SBAC BluePrints as a guide), and planning of calendared CFAs and data collection, analysis of student work and data collection, Gaston will increase percentage of all RBGaston Students that meet proficiency on Math Standards using a school wide focus on quarterly student goal setting by tracking results of common formative assessments, interim data, ipg trends and SBAC data.

Ricoh is our copy machine and used to support teachers in all lesson and support team for PL

Fresno Unified Graphics- Student Agendas, Communication to parents and students, Structures for School and Class Expectations

ACSA- Purchase a book for book study (Professional Development)

Near Pod- Enhances technology in the classroom

od

SMART Goals

By June 2018, our goal is to increase the number of RBGaston Students from 5% to 35% scoring Standards Met or Standards Exceeded on the Math Common Formative Assessments ( Interim 2)

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

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

**Plan/Problem of Practice**

Based on areas of weakness using data from 2016-2017, Gaston will decide on high leverage standards (using the SBAC BluePrints as a guide) RTI Tier 1. This will be driven by AC planning of instruction, calendared common formative assessments and data collection through the regular use of the Criteria Analysis Tool and monthly reporting of evidence of student learning. This focus will be around sharing instructional strategies that produced the highest results.

[Data: 2017 Interim #2, 2017 SBAC]

**Owner(s):**

**Principal** will monitor and communicate to SSC

**VPs** will monitor and communicate to ELAC as well as support all assessments/data

**GLA and Academic Counselor** will monitor grades, organize PAWs Tutoring

**LEAD Teacher** will review data and report to ILT

**Timeline:**

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October- Staff Present out results. Week of Oct 9 Students set Goals for interim 2.

January-Staff Present out results from Quarter 2.

Summer- Review data from SBAC and Interim to identify standards

Quarter 1 – Students will update agendas to establish goals for the year and for the quarter.

Mid Quarter 1- Students Failing Math will be selected to take an additional Pre and Post Test on 2 essential standards for that quarter and have reteaching every two weeks. (RTI Tier 2)

Quarter 2 – Students will update agendas to establish goals for interim 1 and for the quarter. (RTI Tier 2 students failed that failed Math will be placed with the Essential Standards Team for a Pre and Post Assessment on the same prior 2 standards and 1 additional standard for Quarter 2 and have a reteaching every two weeks.)

Quarter 3 – Students will update agendas to establish goals for interim 2 and for the quarter. (RTI Tier 2/3, Students who failed QRTR 2 and 3 will be sent forward to SST for possible Tier 3 intervention and / or assessment.)

Mid Quarter 3- Students Failing Math will be selected to take an additional Pre and Post Test on 4 essential standards for Quarters 1, 2 and 3 and have reteaching every two weeks. (RTI Tier 2)

Quarter 4 – Students will update agendas to establish goals for SBAC and for the quarter.

#### Do/Implement/Collect Evidence

Plan/Teach common lesson with criteria for success – bi-weekly

Collect Student Work to take through Criteria Analysis Tool – bi-weekly

Collect and report out Evidence of Student Learning for each common lesson

Supervising administrator will collect evidence of AC work and provide feedback

ILT AC cross reference students by Grade Level to determine who continues to not progress. RTI schedule will be created to have a day every other week of reteach, or review using an AC created pre/post short assessment (AC will decide and rotate a teacher in to this role for equity).

#### Study/Reflect

AC will study evidence of student learning to discover where teachers have had great success, discuss how that happened and try to duplicate it in other classrooms.

AC will study ratings of student work against criteria for success to discover modifications needed to instruction, patterns of student learning problems and possible causes.

#### Act/What to do Next

AC will celebrate successes! The successes will be memorialized on the 'WIN' Wall. AC will then create a plan that addresses question numbers 3 and 4 of the four grounding questions for students who did/did not master the objective of the lesson.

At the end of the quarter, staff will bring AC documents and student artifacts for a time of reflection upon successes and challenges, then propose next steps for the work that will continue for the next quarter. The PDSA/CCI cycle continues each quarter.

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

Student reports will be sent home to parents immediately after each quarter is completed. School-wide and grade level results from interims will be regularly communicated to the SSC/ELAC. Regular communication to parents about our math focus (depending on the course) and grade progress will be conveyed through individual student reports sent home with students for their families. As well the monthly Coffee Hours include a standing

**AC Teams** will create common assessments, monitor data and communicate to students and parents

**-Before and After School Program** will support students with reviewing data, completing missing assignments and assisting with communicating with adults

Students set and review Goals for interim 2. set goals for quarter 3.

March 19-Staff Present out results from Quarter 3. Students set and review results from interim 2. set goals for SBAC and quarter 3.

#### Describe Related Professional Learning:

-Whole staff PL through 54 hours led by administrative team, identified teacher leaders

-Specific clarity on classroom foundations and ACs for teachers new to Fresno Unified teacher and new to Gaston in August



agenda item called, 'What should you hear your child talking about academically tonight?' The main contact for Coffee Hour being the Home School Liaison and Academic Counselor. Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

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

Students will be taught to explain their goals for each quarter using a script from their agendas.

- Pre and Post assessments will be created (illuminate/white board/software/Near Pod
- Increased use of common formative assessment results applied to individual student instruction
- Materials and Supplies for good 1<sup>st</sup> teach and for reteach during tutoring.

-On going support during side-by-side work for teachers to analyze student work using the Criteria Analysis Tool and Common Formative Assessment Rubric.

-Admin will stay do side-by-side work during iPL district training to strengthen the support, communication and clarity of expectations.

At the beginning of each quarter, provide staff with a calendar for AC work for that indicates the week they will plan/teach the common lesson with the criteria for success, take student work through the Criteria analysis tool, discuss common grading criteria and report out evidence of student learning to each other.

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

Specific attention to our identified sub groups-African American Males, foster youth, Male s, low SES through the following:

-Flexible grouping as needed to deepen and extend learning (RTI driven by AC)

-Small group instruction through PAWs (after school tutoring with a special bus for transportation) at targeted intervals of the school year

-Access to equipment and software

-BSU invites all students to join their club on 'Study Group' days (bimonthly) where they review ATLAS, there is training on how to email teachers and properly request support, assignments, etc.

Gaston Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Certificated supplemental contracts to support EL redesignation	\$ 11,842.00
2	1	LCFF: EL	Other Pupil Services	Other Classified-Supplemental				Classified supplemental support for ELs - Other Pupil Services	\$ 3,616.00
<b>Total</b>									<b>\$ 15,458.00</b>

**Action # 3**

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	14	20	Other - Please specify within action
2358 - EL's not advancing at least one proficiency level in Re-designation	52	20	Other - Please specify within action

New-Action 
  On-going 
 Reasoning: 
  Strong Evidence 
  Moderate Evidence 
  Promising Evidence

Detail the Action

ELL- Using our 3 Phases of Language Learner Support and ipg trends throughout the 2017-2018 School Year, Gaston will ensure ELL students have access to integrated English Language and Content Development and Designated English Language Development based on individual English language proficiency.

Vendor:

Ricoh is our copy machine and used to support teachers in all lesson and support team for PL

Fresno Unified Graphics- Student Agendas, Communication to parents and students, Structures for School and Class Expectations

ACSA- Purchase a book for book study (Professional Development)

Near Pod- Enhances technology in the classroom

Mango Language- Supports EL students with practicing English and Supports English Speaking Students to hear and learn Spanish.

SMART Goals

By June 2018, RBCGaston will increase the number of redesignated students from 14% to 20% and will show a reduction of EL students from 52% to 20% that are not advancing at least one proficiency level on the state English Language Development exam.

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

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

#### Plan/Problem of Practice

3 Phases of Language Learner Support throughout the 2017-2018 School Year:

Phase 1- Select Staff at Gaston Middle School will be given a group of 10 students to mentor for 5 consecutive school weeks prior to the CELDT exam. The 5 weeks will include weekly lessons and practice packets on strategies for test taking, Goal Setting, postcards of encouragement, and practice around vocabulary development, reading comprehension and writing.

Phase 2- PAWs Tutoring for Language Learners after school on Monday, Tuesday and Wednesday for continue vocabulary development, reading comprehension and writing in preparation interim assessments as well as grades and overall English Language Fluency.

Phase 3- Staff will continue to study ELD standards along with reading Classroom Instruction that Works with English Language Learners, 2<sup>nd</sup> Edition by Hill and Miller to keep all lessons designed to support language learners.

#### Do/Implement/Collect Evidence

Phase 1: Select the EL students to match to mentors. 2. Present the calendar of activities which include (a letter to the family explaining plan, postcards of encouragement, weekly lesson plus practice packets on CELDT strategies, goal setting charts.) SQII Indicator # 917 and 2358 to be drilled down to see the list of students who met borderline eligibility criteria.

Phase 1 and 2: Weekly attendance check of selected students shared at COST meeting for monitoring.

Phase 3: EL Professional Learning will be calendared each quarter and a part of our cycle of review with a section identifying just EL progress. IPG will be used with an EL focus quarterly.

#### Study/Reflect

Phase 1: Weekly updates on materials and reception of information as well as keep focused on the previous CELDT scores of each EL student to show the scores remaining "flat" (no increase nor decrease).

Phase 2 and 3: AC will study evidence of student learning to discover where teachers have had great success, discuss how that happened and try to duplicate it in other classrooms.

AC will study ratings of student work against criteria for success to discover modifications needed to instruction, patterns of student learning problems and possible causes.

#### Act/What to do Next

Invite parents of the selected Language Learners to the September ELAC meeting

AC will celebrate successes! The successes will be memorialized on the 'WIN' Wall . AC will then create a plan that addresses question numbers 3 and 4 of the four grounding questions for students who did/did not master the objective of the lesson.

At the end of the quarter, staff will bring AC documents and student artifacts for a time of reflection upon successes and challenges, then propose next steps for the work that will continue for the next quarter. The PDSA/CCI cycle continues each quarter.

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

The parents of the selected Language Learners will be invited to the September ELAC meeting to have the Action

### Owner(s):

**Principal** will monitor and communicate to SSC

**VPs** will monitor and communicate to ELAC as well as support all assessments/data

**GLA and Academic Counselor** will monitor grades, organize PAWs Tutoring

**LEAD Teacher** will review data and report to ILT

**AC Teams** will create common assessments, monitor data and communicate to students and parents

**-Before and After School Program** will support students with reviewing data, completing missing assignments and assisting with communicating with adults

**-Home School Liaison** will stay in communication with parents quarterly to inform of progress

**-Librarian** will assist with Mango Language and other software and literature to support fluency.

### Timeline:

Summer- August 9-11 to review data

August 14- Student Set Goals in Start of School Opening activities

Oct 9 Students set Goals for interim 2.

December- Staff Present out results

January-Staff Present out results from Quarter 2. Students set and review Goals for interim 2. set goals for quarter 3.

March 19-Staff Present out results from Quarter 3. Students set and review results from interim 2. set goals for SBAC and quarter 3.

Tutoring for Language Learners will take place in each quarter.

### Describe Related Professional Learning:

-Summer: All certificated Teachers will identify their EL student's names and identify which periods they are in.

explained. The Home School Liaison is the point person to assist with attendance to meetings and CELDT Camp as well as all communication of events (tutoring support). All materials will be presented and a certificate of participation will be presented at this initial meeting. An explanation of their role in support of their students not remaining flat on this exam will be explained and the impact of redesignating will be emphasized.

Parents will use Mango Language will be facilitated for parents with the assistance of the HSL and the teacher librarian.

Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

Translation/babysitting services as needed

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

EL students who have been flat with scores will be connected with an adult on campus and meet weekly for:

Communication on CELDT expectations for the new year, learn about the postcards of encouragement, receive weekly lessons and practice packet on CELDT strategies in the afterschool CELDT CAMP complete goals.

As well:

- English Lessons on Mango Language
- Materials and Supplies
- Transportation to home from ASP English Development Classes
- Celdt Assessment from Assessors

-Whole staff PL through 54 hours led by administrative team, identified teacher leaders

Training and continued feedback to all staff that work with English learner students on effective EL instruction as outlined in the California ELA/ELD Framework. Strategies will be presented that can be integrated in to all content areas from the FALL book study chosen from the staff survey - Classroom Instruction that Works with English Language Learners, 2<sup>nd</sup> Edition by Hill and Miller. The book study and workshops to integrate the new ideas will be monthly and built in to the PL calendar.

Established time in the Professional Learning Calendar to learn and use multiple sources of evidence (School Quality Improvement Index, ALTAS, and formative and summative assessment) to inform daily instruction

Reference the district EL Master Plan to stay informed around understanding of curriculum and instruction for English learner students.

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

-As listed in the "Plan" portion of the Cycle of Continuous Improvement Model, the identified students will have one to one mentoring to ensure each child knows their status and assistance to be able to speak to their goal.

-COST will ensure that students identified as homeless, foster and EL have services and/teachers have back ground to assist teachers 'knowing' their students. 100% of Gaston students are classified as low socioeconomic.

Gaston Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	1	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.7500		1.Literacy – Increase ELA proficiency using CFAs.Academics 2.Increase Math proficiency using CFAs.Academics 6.Support for Tier 2 and 3 behaviors.SEL/CC 7.Electives and Goal 2.SEL/CC	\$ 44,782.00	
3	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC/CELDT assessors in support of EL students	\$ 2,000.00	
3	1	LCFF: EL	Parent Participation	Materials & Supplies				Materials and supplies to support parent meetings and participation	\$ 5,542.00	
3	1	LCFF: EL	Attendance & Social Work Services	Local Mileage				Mileage for HSL to support EL students	\$ 1,000.00	
3	1	LCFF: EL	Instruction	Books & Other Reference				Mango Languages license in support of EL students	\$ 4,000.00	
3	1	LCFF: EL	Instruction	Materials & Supplies				Technology materials and supplies to support English Learners	\$ 32,676.00	
3	1	LCFF: EL	Parent Participation	Direct-Graphics (Dr)				Graphics in support of parent involvement of EL students	\$ 2,000.00	
3	1	LCFF: EL	Instruction	Prof/Consulting Svc & Operating			California Teaching Fellows Foundation	Teaching Fellows contract in support of EL students	\$ 12,000.00	
								<b>Total</b>	<b>\$ 104,000.00</b>	

**Action # 4**

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	73	45	Troxell Communications

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

Technology- We will purchase additional technology to Increase staff knowledge of using digital tools, resources and devices in all content areas for the purpose of increasing rich, engaging and relevant learning environments to decrease D's and F's in all subjects.

Vendors: Ricoh is our copy machine and used to support teachers in all lesson and support team for PL

Fresno Unified Graphics- Student Agendas, Communication to parents and students, Structures for School and Class Expectations

ACSA- Purchase a book for book study (Professional Development)

Near Pod- Enhances technology in the classroom

SMART Goals

By June 2018, the goal is to reduce the amount of students earning a D or F from 73% to 45%

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

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

#### Plan/Problem of Practice

Plan/Problem of Practice-Teachers will engage in professional learning to acquire techniques on increasing the use of devices in class and/or lesson and with Gaston families tool to assist increasing communication, increase feedback, increase the effectiveness of lessons and thus improving student grades and increasing academic achievement.

#### Do/Implement/Collect Evidence

Quarterly, teachers will plan common assignments that include technology and assess

Students on standards growth. Teachers will follow the Gaston Common Assignment Analysis Tool to check reasons for non-growth and share with the consultants that are training teachers on using devices with students.

#### Study/Relect

-Monthly review of Instructional Practice Guide Report (IPG)

-Library usage data (single versus habitual; trend data)

-PD Feedback

- Student Survey data

Teacher survey data

-Monitored parent involvement through (but not limited to): - ATLAS - EduText

# of students with 1 or more D's and F's in Quarter 1 in math and prepare the list of the students to be included in our Math Intervention afterschool Mondays- Wednesdays.

#### Act/What to do Next?

All ACs will create a plan that addresses question numbers 3 and 4 of the four grounding questions for students who continue to stay in the D and F range.

Regular meetings with Gaston's ILT will include AC progress discussion and PL needs.

Monthly surveys on training needs will be included in the work with the consultants to leverage the resource.

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

An increased ability for communication through School Messenger, individual teacher websites housed on the district Gaston Sharepoint and the ability to support their student's homework/classwork at home should an absence from school occur. The main contact will be the Home School Liaison. Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey. Increased use of EduText built in to Coffee Hour to accommodate families with out devices.

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

-All science students will use 3D Glasses with select lessons, as well as be motivated by writing on the white board where their work can be captured and saved and used as a different learning tool on consecutive days.

-All students will have access to a laptop for a portion of their class period for independent practice no matter the

### Owner(s):

**Principal** will monitor using Atlas

**VPs** will monitor all assessments/data

**GLA and Academic Counselor** will monitor grades, organize PAWs Tutoring

**LEAD Teacher** will review data and report to ILT

**AC Teams** will create common assessments, monitor data and communicate to students and parents

**-Before and After School Program** will support students with reviewing data, completing missing assignments and assisting with communicating with adults

**-Home School Liaison** will stay in communication with parents quarterly to inform of progress

**-Librarian** will assist with the Study Group and tutorial student use of Atlas and other software and literature to support fluency.

**-Transition Teacher** will use Atlas to support students when processing students in to Transition.

### Timeline:

Summer- August 9-11 to review data

August 14- Student Set Goals for interim 1 in Start of School Opening activities and Certificated Staff will create dates for common formative assessments.

October- Staff Present out results. Week of Oct 9 Students set Goals for interim 2.

January-Staff Present out results from Quarter 2. Students set and review Goals for interim 2. set goals for quarter 3.

March 19-Staff Present out results from Quarter 3. Students set and review results from interim 2. set goals for SBAC and quarter 3.

### Describe Related Professional Learning:

-Whole staff PL through 54 hours led by administrative team, identified teacher leaders

-Through Troxell, Educators of America will provide on-site professional development / training one time each semester for 4-5 days for PBL facilitation, technology integration training for new faculty, general lesson plan support, and new digital citizenship curriculum development. Technology training will increase staff knowledge of using digital tools, resources, and devices within all content areas so teachers can create rich, engaging, and relevant learning environments to decrease D's and F's in all subjects.

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

-Physical and Virtual learning (3D, Photos, Audio) that supports engagement, clarifies understanding and taps in to multiple learning styles.

-COST will ensure that students identified as homeless, foster and EL have services and/teachers have back

content.  
 -site license for near pod  
 -3D Videos

ground to assist teachers 'knowing' their students. 100% of Gaston students are classified as low socioeconomic.

Gaston Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	1	Sup & Conc	Instruction	Travel				Academic conference for teacher support 3.Increase EL access to ELD to increase redesignation.Academic 5.Reinforce SEL learning in advisory & PL.SEL/CC 7.Electives and Goal 2.SEL/CC 8.PBL through school-wide theme.Academics	\$	5,000.00
4	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Technology and facilities maintenance in support of teachers and students 8.PBL through school-wide theme.Academics	\$	10,000.00
<b>Total</b>									\$	<b>15,000.00</b>

**Action # 5**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
7136 - Self-Management construct of the secondary survey results for questions 19-26	62	70	Other - Please specify within action
7137 - Secondary students growth mindset survey results for questions 10-13	53	65	Other - Please specify within action
7139 - Secondary students social awareness survey results for questions 21-28	52	65	Other - Please specify within action

New-Action    
  On-going    
 Reasoning:  Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

SEL TIER 1- RB Gaston's Master Schedule and Program will reinforce SEL integration in Advisory and PL for all staff to increase Growth Mindset Feedback in all classes. Teachers will be provided the tools to engage, motivate, and positively interact with challenging students.

Vendor:

Safe and Civil and CADA- Professional Learning for Structures and teacher support with Tier 1 students (creating peer to peer and student to staff relationships)

Ricoh is our copy machine and used to support teachers in all lesson and support team for PL

Fresno Unified Graphics- Student Agendas, Communication to parents and students, Structures for School and Class Expectations

ACSA- Purchase a book for book study (Professional Development)

Near Pod- Enhances technology in the classroom

SMART Goals

By June 2018, Gaston will increase positive responses from 52% to 70% on the SEL survey construct specifically around self management, growth mindset and social awareness.

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



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

#### Plan/ Problem of Practice

Gaston continues to thread the Safe and Civil Guidelines for Success within all school language to our students: ROAR: Respect Everyone, Optimize Opportunities; Attitude Matters; Resilience Rewards. We want to offer multiple opportunities to learn how to deal with conflicts, disagree respectfully, restore relationships and take advantage of the opportunities by being in school every day. We want our teachers to have tools engage, motivate, positively interact with challenging students.

#### Do/Implement/Collect Evidence

All students will participate in Classroom Meetings and/or Second Step lessons on Mondays and Tuesday during advisory. The remainder of the week, advisory lessons will include topics such as: Safe & Civil expectations for common areas, goal setting and cultural awareness. At the beginning of each quarter, identify and communicate Criteria for Success required for student participation in Rockin' Roar using quarterly data collected on attendance rates and behavior. Collect data on weekly suspension reports and EIS indicators, quarterly behavior referrals and suspensions, quarterly participation rates in Rockin' Roar. Calendar book study professional learning. Collect weekly AC agendas, common assignments/assessments, CAT protocol notes, attendance rates

#### Study/Reflect

Weekly Suspension Reports and EIS Indicators

Quarterly review of behavior referrals

Chart quarterly participations rates in Rockin' Roar for increase in the number of students eligible to participate based on attendance and suspension criteria.

Review SQII Indicator 6036 to determine status of suspensions involving interpersonal conflict violations ('A' 'I' or 'R' codes).

Review of IPG data for Tenet 1.

#### Act/What to do Next?

Celebrate accomplishments with staff.

Celebrate accomplishments with students.

Celebrate accomplishments with parents.

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

- Site Multi-disciplinary team will involve parents to assist reducing the negative student behavior
- Team meetings of parents, students and staff will create contracts and review compacts.
- On Site Counseling provides parents workshops on modifying behaviors at home and mending relationships.
- Monthly Coffee hours to discuss academic and behavior progress and success
- Commendation for outstanding student citizenship through posting car bumper stickers
- Signature and submission of the School Compact
- A-G Parent Night, College Making it Happen Event
- Coffee Hour at Feeder Schools

### Owner(s):

**Principal** will monitor using Atlas

**VPs** will monitor all assessments/data

**GLA and Academic Counselor** will monitor grades, organize PAWs Tutoring

**LEAD Teacher** will review data and report to ILT

**AC Teams** will create common assessments, monitor data and communicate to students and parents

**-Before and After School Program** will support students with reviewing data, completing missing assignments and assisting with communicating with adults

**-Home School Liaison** will stay in communication with parents quarterly to inform of progress

**-Librarian** will assist with the Study Group and tutorial student use of Atlas and other software and literature to support fluency.

**-Transition Teacher** will use Atlas to support students when processing students in to Transition.

**Campus Culture Director** will work with Leadership Students

### Timeline:

Advisory Lessons M, T, W, Th and F

Each Department takes a theme to make up the lessons for the year.

Quarterly disaggregation of referrals- GLA and Academic Counselor Interns

BCC Monthly meeting- GLA

Fall and Spring Safe and Civil training

### Describe Related Professional Learning:

-Whole staff PL through 54 hours led by administrative team, identified teacher leaders and Bengal Culture and Climate Team

-Training on specific 'student feedback' to be given in class, integrated in to all student lessons around social awareness, growth mindset and self management. Educators of America will assist to create new cross-curricular lessons and instructional tools empowering faculty to create a new culture of digital citizenship within the school community. Lessons will include the proper and ethical use of mobile devices, the internet, and proper online behavior and conduct. Digital citizenship lessons are designed to positively impact all student's social-awareness and self-management constructs.

ILT book study on growth mindset.

-Continued staff training in Restorative Practice

-Home School Liaison will work with parents and conduct home visits and schedule appointments with site admin. Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

- Bengal Culture and Climate team to support teachers in professional learning
- Monday Life Coach training in Trauma Informed Restorative Practice after COST meetings
- Side by Side work to support teams on positive interactions (weekly)
- Side by Side work to support teams on Restorative circles (modeling when circles are needed)
- Winter Book Study- Hangin in Strategies for Teaching Students Who Challenge Us Mbst.
- training for new teachers on referral form for clear understanding of Levels of Misbehaviors and overview of the Encyclopedia of Misbehaviors resource in August and check back quarterly.

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

- All students will build relationships using
- Class Meetings that Matter curriculum delivered in advisory and content rooms
- Second Step lessons
- Olweus Lessons
- the Black Minds Matter project will continue to support student directed and created class meetings to support advisory lessons. With student voice, the adults can strategically support a safe and positive school environment for learning through the class meeting time period.
- Materials and Supplies
- Referrals from Graphics

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

- Bilingual interpretation when needed as advisory lessons are mostly in English.
- COST will ensure that students identified as homeless, foster and EL have services and teachers have background to assist teachers 'knowing' their students. 100% of Gaston students are classified as low socioeconomic.

Gaston Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	1	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation to support afterschool academic interventions and study trips 7. Electives and Goal 2.SEL/CC 8.PBL through school-wide theme.Academics 9.Enhance instruction using CFAs, ipg, region & PAC.Academic	\$	18,000.00
5	2	Sup & Conc	Instruction	Materials & Supplies				Positive student behavior incentives and activities 4.Tech. to decrease Ds and Fs in all content areas.Academics 7. Electives and Goal 2.SEL/CC	\$	6,000.00
<b>Total</b>									\$	<b>24,000.00</b>

**Action # 6**

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

School Quality Review

SQI Element	Current %	Target %	Vendor
4849 - Truancy rate	44	24	Other - Please specify within action
5942 - Chronic absenteeism rate	14	10	Other - Please specify within action
843 - Out of school suspension rate	26	20	Other - Please specify within action
2001 - In school suspension rate	10	7	Other - Please specify within action

New-Action    
  On-going    
 Reasoning:  Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

SEL Tier 2/3- RB Gaston's Master Schedule and Program will foster safe and nurturing learning environments by select staff supporting individual student's social emotional needs. The goal is to increase student attendance, develop both social skills and self-esteem necessary for students to exercise meaningful options in school and in personal relationships.

Home Town Buffet - Student Incentives

Oriental Trading - Student Incentives

Fun Works- School Wide Activities

Ricoh is our copy machine and used to support teachers in all lesson and support team for PL

Fresno Unified Graphics- Student Agendas, Communication to parents and students, Structures for School and Class Expectations

ACSA- Purchase a book for book study (Professional Development)

Near Pod- Enhances technology in the classroom

SMART Goals

By June of 2018, the number and percentage of suspensions involving interpersonal conflict violations ('A', 'I' or 'R' codes) will be reduced from 10% to 7% per 100 students as well as a decrease of truancy from 44% to 24%.

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

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

**Plan/ Problem of Practice**

The socially and emotionally challenged students that fall into Tier 2 and Tier 3 need support throughout the day. To find these students in the first 30 days, all of the teachers will conduct a behavioral screening on every student in the school. (An opt out parent permission letter will go home upon enrollment at Gaston.)

Our goal is that the tier 2/3 student increases their attendance, develops the social skills and self-esteem necessary for the student to exercise meaningful options in school, and in personal relationships.

**Do/Implement/Collect Evidence**

-Tier 2 and Tier 3- Transition Teacher will support students and teachers using CHAMPS and Restorative Practice.

**Study/Reflect**

COST will review referrals and students who move from Tier 2 to 3.

This action will give another opportunity to review SQII Indicator 6036 to determine status of suspensions involving interpersonal conflict violations ('A' 'I' or 'R' codes).

**Act/What to do Next?**

Professional learning will be customized based on the results of the COST meeting notes and teacher feedback quarterly with the assistance of the Bengal Culture and Climate Team.

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

- Site Multi-disciplinary team will involve parents to assist reducing the defiance.
- Team meetings of parents, students and staff will create contracts and review compacts.
- On Site Counseling provides parents workshops on modifying behaviors at home and mending relationships.
- Monthly Coffee hours to discuss academic and behavior progress and success
- Commendation for outstanding student citizenship through posting car bumper stickers
- Signature and submission of the School Compact
- A-G Parent Night, College Making it Happen Event
- Coffee Hour at Feeder Schools
- Home School Liaison will work with parents and conduct home visits and schedule appointments with site admin.

Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

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

**Owner(s):**

**Principal** will monitor using Atlas

**VPs** will monitor all assessments/data

**GLA and Academic Counselor** will monitor grades, organize PAWs Tutoring

**LEAD Teacher** will review data and report to ILT

**AC Teams** will create common assessments, monitor data and communicate to students and parents

**-Before and After School Program** will support students with reviewing data, completing missing assignments and assisting with communicating with adults

**-Home School Liaison** will stay in communication with parents quarterly to inform of progress

**-Librarian** will assist with the Study Group and tutorial student use of Atlas and other software and literature to support fluency.

**-Transition Teacher** will use Atlas to support students when processing students in to Transition.

**COST TEAM, Street Saints, PE Life Coaches, Teaching Fellows.**

**Timeline:**

Tuesday COST Meetings with admin,

LSESW and Academic Counselor

Monthly Culture and Climate meetings led by GLA and BC team

Mondays PE teachers will train and practice directed by Kaiser.

Quarterly referral review

**Describe Related Professional Learning:**

- continued staff training in Restorative Practice
- Bengal Culture and Climate team to support teachers in professional learning
- Monday Life Coach training in Trauma Informed Restorative Practice after COST meetings
- Side by Side work to support teams on positive interactions (weekly)
- Side by Side work to support teams on Restorative circles (modeling when circles are needed)
- Continued discussion of IPG data for Tenets 1 and 4 to be reviewed and discussed.

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

All students will build relationships using

-Class Meetings that Matter curriculum delivered in advisory and content rooms

-Second Step lessons

-Olweus Lessons

-the Black Minds Matter project will continue to support student directed and created class meetings to support advisory lessons. With student voice, the adults can strategically support a safe and positive school environment for learning through the class meeting time period.

-Materials and Supplies

-Bilingual interpretation when needed as advisory lessons are mostly in English.

-COST will ensure that students identified as homeless, foster and EL have services and teachers have background to assist teachers 'knowing' their students. 100% of Gaston students are classified as low socioeconomic.

**Action # 7**

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	80	90	Other - Please specify within action

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

Electives/Goal2-All RBGaston Students will be enrolled in 2 elective courses that are structured to align with before, during and after school clubs as well as all Goal 2 activities. Gaston Electives will be offered Monday - Friday and include: Spanish (1, 2 and Nativos), Library Studies, Band, Orchestra, Music Appreciation, Women's and Men's Alliance, Chorus, Show Choir, Hip Hop, Folklorico, Art, African American Studies, Latino Studies, Hmong, Speech and Debate, Color Guard, Information Tech, Engineering and Design, Arts and Media.

Rockin' ROAR Activities Student Incentives, Food Maxx

CDG-W- Technology for students

NASCO- Art

Office Depot- Supplies

Ricoh is our copy machine and used to support teachers in all lesson and support team for PL

Fresno Unified Graphics- Student Agendas, Communication to parents and students, Structures for School and Class Expectations

ACSA- Purchase a book for book study (Professional Development)

Near Pod- Enhances technology in the classroom

SMART Goals

By June 2018, there will be an increase of participation in goal 2 activities from 80% to 90% with their two electives serving as the impetus to participate.

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

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

**Plan/ Problem of Practice**

Students will have two elective courses and a goal 2 connection to one of their elective themes per semester.

**Do/Implement/Collect Evidence**

Club membership and review of Atlas scanner results

Continue to connect IPG data from Tenets 1 and 4 to students participation

**Study/Reflect**

COST team and leadership team, athletic direction, campus culture and administration will review which students have been successful and include that participation in the quarterly awards assemblies. HSL and COST team will reach out to those who have gaps.

**Act/What to do Next?**

Celebration with staff, students and parents.

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

-Goal 2 Update will be a standing agenda item on all parent meetings.

-School Messenger will be used to inform parents of upcoming opportunities for students to get involved.

The main contact being the Home School Liaison. Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

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

-Students will receive a Block G and join the Block G Club.

-Culminating Projects from clubs shared school wide (BSU and Show Choir- celebrating Black History Month, Voices Unidas and Latino Studies celebrating Cesar Chavez and 16<sup>th</sup> of September with folklorico group and Tournament of Technology are just a few of the clubs evolving at Gaston Middle School.)

-Costumes, Props, Incentives and opportunities to show case.

**Owner(s):**

**Principal** will monitor using Atlas

**VPs** will monitor all assessments/data

**GLA and Academic Counselor** will monitor grades, organize PAWs Tutoring

**LEAD Teacher** will review data and report to ILT

**AC Teams** will create common assessments, monitor data and communicate to students and parents

**-Before and After School Program** will support students with reviewing data, completing missing assignments and assisting with communicating with adults

**-Home School Liaison** will stay in communication with parents quarterly to inform of progress

**-Librarian** will assist with the Study Group and tutorial student use of Atlas and other software and literature to support fluency.

**-Transition Teacher** will use Atlas to support students when processing students in to Transition.

Campus Culture Director and Assistant and Athletic Director

**Timeline:**

Quarterly review of club membership and Atlas scanner results. Academic Counselor/Athletic Director and Campus Culture Director

**Describe Related Professional Learning:**

Time for Elective Teachers at minimum once per semester but max 4 times per year to collaborate and plan.

-After School Program Applications and Attendance

-Student Survey Results

-Goal 2 Indicators/Engagement Report in ATLAS

-Select Staff will attend CADA Conference

-Athletic Director Prep Buy Out to support Goal 2 percentage increase.

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

-All recruitment for activities will be provided in students primary language

-Additional School Messenger and Communication from the Home School Liaison will be made to keep families informed of opportunities

-Heterogeneous grouping for student support

-COST will ensure that students identified as homeless, foster and EL have services and/teachers have back ground to assist teachers 'knowing' their students. 100% of Gaston students are classified as low socioeconomic.

**Gaston Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	1	Sup & Conc	Separate Classes: Special Education	Teacher-Regular Salaries	Teacher, Handicapped, Severely	0.1250		Prep buy out for Felicia Burrell EID#1022610-savings from this position will be used for materials and supplies	\$ 11,306.00
7	2	Sup & Conc	Other Pupil Services	Other Classified-Supplemental				Avid tutors in support of tier 3 students and unique electives	\$ 19,283.00
7	2	Sup & Conc	Instruction	Travel				CADA Conference for Teachers to train and support Student Activities Director 3.Increase EL access to ELD to increase redesignation.Academic 4.Tech. to decrease Ds and Fs in all content areas.Academics 5.Reinforce SEL learning in advisory & PL.SEL/CC 8.PB	\$ 4,500.00
7	2	Sup & Conc	Instruction	Materials & Supplies				Quarterly student incentives & events 4.Tech. to decrease Ds and Fs in all content areas.Academics 5.Reinforce SEL learning in advisory & PL.SEL/CC	\$ 6,000.00
7	2	Sup & Conc	School Administration	Travel				CADA Conference for Site Admin to train and support Student Activities Director	\$ 1,500.00
<b>Total</b>									<b>\$ 42,589.00</b>



**Action # 8**

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	80	90	Troxell Communications

New-Action    
  On-going    
 Reasoning:  Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

PBL- All RBGaston students will participate in a project using the Project Based Learning Method through an annual school wide theme answering the question- How do we continue to contribute to and sustain a healthy and thriving community? to increase Common Core Reading Speaking and Listening Anchor Standards.

Home Depot - Project for Garden

Troxell- Tech Support, Professional Development for Staff and creation of EDMODO

Ricoh is our copy machine and used to support teachers in all lesson and support team for PL

Fresno Unified Graphics- Student Agendas, Communication to parents and students, Structures for School and Class Expectations

ACSA- Purchase a book for book study (Professional Development)

Near Pod- Enhances technology in the classroom

SMART Goals

By the end of the 2017-2018 school year, 100% of the Gaston staff will have a deeper understanding and experience in Project Based Learning as an instructional method by each content area aligning the theme to a content standard, then 100% of the students will problem solved or designed a challenge that contributes to the answer by the Show Case date in April.

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

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

**Plan/ Problem of Practice**

Teachers will continue to understand the method of Project Based Learning which is to pull students through the GVC by answering a meaningful question that explores, a real-world problem.

For year 2, Gaston will continue to answer- How do we continue to contribute to and sustain a healthy and thriving community?

engage in regular cycles of instructional rounds as a diagnostic tool to identify problems of practice, gather data, identify trends, and determine next levels of work

**Do/Implement/Collect Evidence**

ACs will engage in regular cycles of instructional review using rubrics and timelines gather data, identify trends, and determine next levels of work

**Study/Reflect**

With Educators of America and in lead the team will compare progression of progress as compared to the 2016-2017 school year and compare and adjust timelines.

**Act/What to do Next?**

Celebration with staff, students and parents.

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

Principal will update Gaston Community at School wide Title 1 meeting and School Site Council / English Language Advisory Meetings.

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

- Continued structures to support non-cognitive skills will support students
- Integrated skills across the curriculum will provide ELs with multiple opportunities to interact with and acquire skills.

**Owner(s):**

**Principal** will conference call with Educators of America Monthly

**VPs and GLA** will monitor lead PBL discussion in ILT

**LEAD Teachers** will review update and report to ILT

**AC Teams** will create common assessments, monitor data and communicate to students and parents

**-Home School Liaison** will stay in communication with parents quarterly to inform of progress

**Timeline:**

BuyBack and Institute Days- Over view of PBL

Monthly check ins with ILT on Progress as well as school displays of progress and Ed MODO

April 2018 Show Case

**Describe Related Professional Learning:**

Consultants from Educators of America through Troxell Communications will guide and facilitate the continued implementation of Project Based Learning at Gaston. Training with staff and administration to assist in the development of PBL curriculum across and within subject areas will take place in the Summer and throughout the quarters. Continued review of the IPG descriptors in the PBL lessons.

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

-COST will ensure that students identified as homeless, foster and EL have services and/teachers have background to assist teachers 'knowing' their students. 100% of Gaston students are classified as low socioeconomic.

Gaston Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure		Budget
8	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Troxell Communications	PBL support through Troxel 1.Literacy – Increase ELA proficiency using CFAs.Academics 2.Increase Math proficiency using CFAs.Academics 3.Increase EL access to ELD to increase redesignation.Academic 4.Tech. to decrease Ds and Fs in all content areas.Academ		\$ 10,000.00
									<b>Total</b>	\$ 10,000.00

**Action # 9**

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	9	40	Other - Please specify within action
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	17	40	Other - Please specify within action
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	22	45	Other - Please specify within action
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	5	35	Other - Please specify within action

New-Action
  On-going
 Reasoning:
  Strong Evidence
  Moderate Evidence
  Promising Evidence

Detail the Action

Instruction- Continue to enhance instruction in all subjects through the use of CFAs, teacher clarity around the iPG tool and understanding of what each tenet looks like in the classroom with PL support from the Edison Region and Principal Accountable Community/DSW training by tracking results of CFAs, interim data, ipg trends and SBAC data.

Vendor- Ricoh is our copy machine and used to support teachers in all lesson and support team for PL

Fresno Unified Graphics- Student Agendas, Communication to parents and students, Structures for School and Class Expectations

ACSA- Purchase a book for book study (Professional Development)

Near Pod- Enhances technology in the classroom

SMART Goals

By the end of the 2017-2018 school year, the Edison region will have increased Teacher Accountable Community effectiveness through greater collaboration, calibration, and collegiality as indicated by an increase of students meeting or exceeding standards in ELA from 39% to 49% and in Math from 36% to 50% and for Gaston Middle School we will show an increase ELA from 17% to 40% and in Math from 9% to 40%.

By the end of the 2017-2018 school year, the Edison region will have increased Principal Accountable Community effectiveness through greater collaboration, calibration, and collegiality as indicated by increasing "Mostly" and "Yes" IPG data collection (each Principal meeting day) and CCI movement agreement towards the next meeting

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

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

**Plan/ Problem of Practice**

Develop a climate and culture that establishes powerful relationships in order to facilitate and nurture collaboration for both student and adults.

Use AC work and common formative assessments to assess and calibrate learning, such as student literacy skills, in order to inform instructional decisions.

**Do/Implement/Collect Evidence**

- Learning By Doing
- Using/calibrating rubrics from adopted curriculum
- Use regional website to “house” Google form(s) to submit BOTH Lead Teacher surveys (per meeting), all-teacher surveys, and data collection

**Study/Reflect**

- site SMART goals.
- average growth on AC related surveys (i.e., specific questions on the Learning By Doing 18-Questions).
- district interim growth in ELA and mathematics.
- increases in iPG data (specifically culture of learning through ownership).
- amount of utilization of a CFA use rubric for ACs, increases on said rubric toward more impactful use of CFAs and CFA data, and increased effective feedback to teachers.

**Act/What to do Next?**

Note change of practice from ILT and implement at start of each quarter.

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

Principal will update Gaston Community at School wide Title 1 meeting and School Site Council / English Language Advisory Meetings.

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

- Continued structures to support non-cognitive skills will support students
- Integrated skills across the curriculum will provide ELs with multiple opportunities to interact with and acquire skills.

**Owner(s):**

**Admin team** will monitor iPG reports and make adjustments in plan with ILT team as well as **side by side learning** at iPL training. Admin team will also monitor in within their PLP plan.

**LEAD Teacher** will use iPG during planning of common formative assessments

**AC Teams** will create common assessments, monitor data and communicate to students and parents

**PAC** will engage in content focused learning connected with to iPG tenets and conduct instructional practice walks.

**Timeline:**

BuyBack Meetings as designated by District Instructional Calendar

Monthly Check in with iPG guide report

PLP fall, mid year and end of the year (May, 2018)

Monthly PAC meetings

**Describe Related Professional Learning:**

Buyback and Institute Training

Monthly PAC meetings

Regional Lead Meetings

ILT meetings on site

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

COST will ensure that students identified as homeless, foster and EL have services and teachers have background to assist teachers 'knowing' their students. 100% of Gaston students are classified as low socioeconomic.

**Gaston Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
								Materials and Supplies to support academic classes and electives	
								1.Literacy – Increase ELA proficiency using CFAs.Academics	
								2.Increase Math proficiency using CFAs.Academics	
								3.Increase EL access to ELD to increase redesignation.Academic	
9	1	Sup & Conc	Instruction	Materials & Supplies				4.Tech. to decrease	\$ 15,125.00
								<b>Total</b>	<b>\$ 15,125.00</b>

## 2017-2018 Budget for SPSA/School Site Council

### State/Federal Dept 0575 Gaston B. Rutherford Middle School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			Extra time for HSL	854.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.125	Prep buy out for Robin Snowden EID#1045068-savings from this position will be used for materials and supplies 6.Support for Tier 2 and 3 behaviors.SEL/CC	10,708.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.125	Prep buy out for Keith Travis EID#1048724-savings from this position will be used for materials and supplies 7.Electives and Goal 2.SEL/CC	10,708.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for teachers in support of planning and development	13,945.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts to support academic interventions	16,579.00
1	2	Sup & Conc	Instruction	Bks & Ref			1. Book Study to support instruction 2. Increase Math proficiency using CFAs.Academics 3. Increase EL access to ELD to increase redesignation.Academic 4. Tech. to decrease Ds and Fs in all content areas.Academics 5. Reinforce SEL learning in advisory & PL.SEL/CC 6. Support for Tier 2 and 3 behaviors.SEL/CC 7. Electives and Goal 2.SEL/CC 8. PBL through school-wide theme.Academics 9. Enhance instruction using CFAs, ipg, region & PAC.Academic	1,000.00
1	1	Sup & Conc	Instruction	Copier Maint			Copier maintenance in support of teachers and students 2. Increase Math proficiency using CFAs.Academic 3. Increase EL access to ELD to increase redesignation.Academic 8. PBL through school-wide theme.Academics 9. Enhance instruction using CFAs, ipg, region & PAC.Academic	6,000.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphic in support of academics 2. Increase Math proficiency using CFAs.Academics 3. Increase EL access to ELD to increase redesignation.Academic 4. Tech. to decrease Ds and Fs in all content areas.Academics 5. Reinforce SEL learning in advisory & PL.SEL/CC 6. Support for Tier 2 and 3 behaviors.SEL/CC 7. Electives and Goal 2.SEL/CC 8. PBL through school-wide theme.Academics 9. Enhance instruction using CFAs, ipg, region & PAC.Academic	8,000.00
1	1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Copier lease in support of instruction 2. Increase Math proficiency using CFAs.Academic 3. Increase EL access to ELD to increase redesignation.Academic 8. PBL through school-wide theme.Academics 9. Enhance instruction using CFAs, ipg, region & PAC.Academic	15,000.00
2	1	LCFF: EL	Instruction	Teacher-Supp			Certificated supplemental contracts to support EL redesignation	11,842.00
2	1	LCFF: EL	Other Pupil Services	Oth Cls-Supp			Classified supplemental support for ELs - Other Pupil Services	3,616.00
3	1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.750	1. Literacy – Increase ELA proficiency using CFAs.Academics 2. Increase Math proficiency using CFAs.Academics 6. Support for Tier 2 and 3 behaviors.SEL/CC 7. Electives and Goal 2.SEL/CC	44,782.00
3	1	LCFF: EL	Instruction	Bks & Ref			Mango Languages license in support of EL students	4,000.00
3	1	LCFF: EL	Instruction	Mat & Supp			Technology materials and supplies to support English Learners	32,676.00

3	1	LCFF: EL	Instruction	Direct-Other			ELPAC/CELDT assessors in support of EL students	2,000.00
3	1	LCFF: EL	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows contract in support of EL students	12,000.00
3	1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies to support parent meetings and participation	5,542.00
3	1	LCFF: EL	Parent Participation	Direct-Graph			Graphics in support of parent involvement of EL students	2,000.00
3	1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage for HSL to support EL students	1,000.00
4	1	Sup & Conc	Instruction	Travel			Academic conference for teacher support 3.Increase EL access to ELD to increase redesignation.Academic 5.Reinforce SEL learning in advisory & PL.SEL/CC 7.Electives and Goal 2.SEL/CC 8.PBL through school-wide theme.Academics	5,000.00
4	1	Sup & Conc	Instruction	Direct-Maint			Technology and facilities maintenance in support of teachers and students 8.PBL through school-wide theme.Academics	10,000.00
5	2	Sup & Conc	Instruction	Mat & Supp			: Positive student behavior incentives and activities 4.Tech. to decrease Ds and Fs in all content areas.Academics 7. Electives and Goal 2.SEL/CC	6,000.00
5	1	Sup & Conc	Instruction	Direct Trans			Transportation to support afterschool academic interventions and study trips 7.Electives and Goal 2.SEL/CC 8.PBL through school-wide theme.Academics 9.Enchance instruction using CFAs, ipg, region & PAC.Academic	18,000.00
7	2	Sup & Conc	Instruction	Mat & Supp			: Quarterly student incentives & events 4.Tech. to decrease Ds and Fs in all content areas.Academics 5.Reinforce SEL learning in advisory & PL.SEL/CC	6,000.00
7	2	Sup & Conc	Instruction	Travel			CADA Conference for Teachers to train and support Student Activities Director 3.Increase EL access to ELD to increase redesignation.Academic 4.Tech. to decrease Ds and Fs in all content areas.Academics 5.Reinforce SEL learning in advisory & PL.SEL/CC 8.PBL through school-wide theme.Academics	4,500.00
7	2	Sup & Conc	School Administration	Travel			: CADA Conference for Site Admin to train and support Student Activities Director	1,500.00
7	2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Avid tutors in support of tier 3 students and unique electives	19,283.00
7	1	Sup & Conc	Separate Classes: Special Educati	Teacher-Regu	Teacher, Handicapped, Severely	0.125	Prep buy out for Felicia Burrell EID#1022610-savings from this position will be used for materials and supplies	11,306.00
8	1	Title 1 Basic	Instruction	Cons Svc/Oth			Troxell Communications : PBL support through Troxel 1.Literacy – Increase ELA proficiency using CFAs.Academics 2.Increase Math proficiency using CFAs.Academics 3.Increase EL access to ELD to increase redesignation.Academic 4.Tech. to decrease Ds and Fs in all content areas.Academics 5.Reinforce SEL learning in advisory & PL.SEL/CC 6.Support for Tier 2 and 3 behaviors.SEL/CC	10,000.00
9	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to support academic classes and electives 1.Literacy – Increase ELA proficiency using CFAs.Academics 2.Increase Math proficiency using CFAs.Academics 3.Increase EL access to ELD to increase redesignation.Academic 4.Tech. to decrease Ds and Fs in all content areas.Academics 5.Reinforce SEL learning in advisory & PL.SEL/CC 6.Support for Tier 2 and 3 behaviors.SEL/CC	15,125.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$55,636.00
Sup & Conc	7090	\$178,654.00
LCFF: EL	7091	\$74,676.00
<b>Grand Total</b>		<b>\$308,966.00</b>

Domain Totals	Budget Totals
Academic	\$270,683.00
SEL / Culture & Climate	\$38,283.00
<b>Grand Total</b>	<b>\$308,966.00</b>