

**Gaston Sr. Middle**

10621660129338

Principal's Name: Felicia Quarles-Treadwell

Principal's Signature:

A handwritten signature in cursive script that reads "Felicia Quarles-Treadwell". The signature is written in black ink and is positioned to the right of the printed text "Principal's Signature:".

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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

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

**Consolidated Program Assurances**



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Felicia Quarles-Treadwell	X				
2. Chairperson - Sonia Villalobos				X	
3. Felicia Burrell		X			
4. Sandra Gutierrez			X		
5. Denise Costa		X			
6. Daniel Alvarez					X
7. Lindsey Gama					X
8. Araceli Ramirez				X	
9. Silvano Rebolledo				X	
10. Gabriel Pacheco		X			
11. Madison DiMeo					
12. Araceli Ramirez- DAC Representative				X	
13. Virginia Esquivel					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: 3.21.19

**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		March 21, 2019
SSC Chairperson	Sonia Villalobos		March 21, 2019

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Gaston - 0575

**ON-SITE ALLOCATION**

3010	Title I	\$61,854 *
7090	LCFF Supplemental & Concentration	\$226,389
7091	LCFF for English Learners	\$73,533
		\$361,776
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$361,776</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,379
Remaining Title I funds are at the discretion of the School Site Council	\$59,475
Total Title I Allocation	\$61,854

## Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
  - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
  - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.
  
- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
  
- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.
  
- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

## Gaston Middle 2019-2020 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	27.322 %	22.328 %	2017-2018	29.328 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	14.607 %	10.192 %	2017-2018	17.192 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-157.9 pts	2017-2018	-142.9 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-213.9 pts	2017-2018	-198.9 pts
SBAC ELA Distance from Level 3 (African American)		-97.2 pts	2017-2018	-82.2 pts
SBAC Math Distance from Level 3 (African American)		-154 pts	2017-2018	-139 pts

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

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

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

Overall Implementation at Gaston for ELA

- Offered 2 ELA Gate classes per grade level
- Offered ELA Co-teaching classes for SPED/
- GE Department fidelity to using GVC

As well, the following 8 actions have contributed to improvement however effectiveness towards meeting the metrics has been slow due to a lack of goal setting and keeping the cycle visible and in more frequent discussions within the teaming structures on campus:

- PD around IPG
- PD using D. Fisher's Research on Relationships, Clarity and Academic Discourse and Complexity to deliver Tier 1 instruction.
- Intentional Checking for Understanding for all students
- Use of Technology for fluidity to support testing environment with support from Personalized Learning

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

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

- Inconsistent tier 1 Core Instructions
- Inconsistent response to Level 1 and 2 misbehaviors that caused a loss of instructional time
- the need for student and teacher SE learning to improve behavior management skills that disrupt learning
- the need for PLC to plan instruction that supports student engagement and ownership
- Lack of staff knowledge around the power of movement to support academic achievement
- Inconsistent revisiting of clarity confirmation throughout the lesson
- Complete focus on Tier 1 and little to no intervention on closing the skill deficit

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



Initiative

- Explicit Instructions on Clear Steps to attack Directions and Unpack the problem/question or prompt
- Identified essential standards and learning targets
- Planned and created assessment calendar for CFA's
- Planned lessons for MTSS Supports (reteaching and acceleration)

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

Overall Implementation at Gaston for Math

- Offered 2 periods of Accelerated Math for 7th grade and 1 Algebra for 8th grade.
- Offered Math Co-teaching classes for SPED/GE
- Department fidelity to using GVC

As well, the following 8 actions have contributed to improvement however effectiveness towards meeting the metrics has been slow due to a lack of goal setting and keeping the cycle visible and in more frequent discussions within the teaming structures on campus:

- PD around IPG
- PD using D. Fisher's Research on Relationships, Clarity and Academic Discourse and Complexity to deliver Tier 1 instruction.
- Intentional Checking for Understanding for all students
- Use of Technology for fluidity to support testing environment with support from Personalized Learning Initiative
- Use of Hot Chili Peppers from HMH to allow independent struggle
- Explicit Instructions on Clear Steps to attack Directions and Unpack the problem/question or prompt
- Identified essential standards and learning targets
- Planned and created assessment calendar for CFA's
- Planned lessons for MTSS Supports (reteaching and acceleration)

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

Overall Implementation at Gaston in ELA for the African American Subgroup

- Offered ELA Co-teaching classes for SPED/GE
- Department fidelity to using GVC

As well, the following 8 actions have contributed to improvement however effectiveness towards meeting the metrics has been slow due to a lack of goal setting and keeping the cycle visible and in more frequent discussions within the teaming structures on campus:

- Offered 2 ELA Gate classes per grade level however there is a low percentage of African American Students participating in these classes.
- PD around IPG
- PD using D. Fisher's Research on Relationships, Clarity and Academic Discourse and Complexity to deliver Tier 1 instruction.
- Intentional Checking for Understanding for all students
- Use of Technology for fluidity to support testing environment with support from Personalized Learning Initiative
- Explicit Instructions on Clear Steps to attack Directions and Unpack the problem/question or prompt

- Inconsistent response to Level 1 and 2 misbehaviors that caused a loss of instructional time
- Inconsistent tier 1 Core instruction
- the need for student and teacher SE learning to improve behavior management skills that disrupt learning
- the need for PLC to plan instruction that supports student engagement and ownership
- Lack of staff knowledge around the power of movement to support academic achievement
- Inconsistent revisiting of clarity confirmation throughout the lesson
- Complete focus on Tier 1 and little to no intervention on closing the skill deficit

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

- Inconsistent response to Level 1 and 2 misbehaviors that caused a loss of instructional time
- Inconsistent tier 1 Core instruction
- the need for student and teacher SE learning to improve behavior management skills that disrupt learning
- the need for PLC to plan instruction that supports student engagement and ownership
- Lack of staff knowledge around the power of movement to support academic achievement
- Inconsistent revisiting of clarity confirmation throughout the lesson
- Complete focus on Tier 1 and little to no intervention on closing the skill deficit

**SBAC ELA Distance from Level 3 (Students w/Disabilities)**

- Inconsistent response to Level 1 and 2 misbehaviors that caused a loss of instructional time
- Inconsistent tier 1 Core instruction
- the need for student and teacher SE learning to improve behavior management skills that disrupt learning
- the need for PLC to plan instruction that supports student engagement and ownership
- Lack of staff knowledge around the power of movement to support academic achievement
- Inconsistent revisiting of clarity confirmation throughout the lesson
- Complete focus on Tier 1 and little to no intervention on closing the skill deficit

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

- Inconsistent response to Level 1 and 2 misbehaviors that caused a loss of instructional time
- Inconsistent tier 1 Core instruction
- the need for student and teacher SE learning to improve behavior management skills that disrupt learning
- the need for PLC to plan instruction that supports student engagement and ownership
- Lack of staff knowledge around the power of movement to support academic achievement
- Inconsistent revisiting of clarity confirmation throughout the lesson
- Complete focus on Tier 1 and little to no intervention on closing the skill deficit

- Identified essential standards and learning targets
- Planned and created assessment calendar for CFA's
- Planned lessons for MTSS Supports (reteaching and acceleration)

#### **SBAC ELA Distance from Level 3 (Students w/Disabilities)**

Overall Implementation at Gaston for ELA

- Offered ELA Co-teaching classes for SPED/GE
- Department fidelity to using GVC

As well, the following 8 actions have contributed to improvement however effectiveness towards meeting the metrics has been slow due to a lack of goal setting and keeping the cycle visible and in more frequent discussions within the teaming structures on campus:

- PD around IPG
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- Explicit Instructions on Clear Steps to attack Directions and Unpack the problem/question or prompt
- Identified essential standards and learning targets
- Planned and created assessment calendar for CFA's
- Planned lessons for MTSS Supports (reteaching and acceleration)

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

Overall Implementation at Gaston for Math

- Offered Math Co-teaching classes for SPED/GE
- Department fidelity to using GVC

As well, the following 8 actions have contributed to improvement however effectiveness towards meeting the metrics has been slow due to a lack of goal setting and keeping the cycle visible and in more frequent discussions within the teaming structures on campus:

- Offered 2 periods of Accelerated Math for 7th grade and 1 Algebra for 8th grade however there is a low percentage of African American Students participating in these classes.
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- Intentional Checking for Understanding for all students
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- Identified essential standards and learning targets
- Planned and created assessment calendar for CFA's
- Planned lessons for MTSS Supports (reteaching and acceleration)

#### **SBAC Math Distance from Level 3 (Students w/Disabilities)**

Overall Implementation at Gaston for Math

- Offered Math Co-teaching classes for SPED/GE
- Department fidelity to using GVC

#### **SBAC Math Distance from Level 3 (Students w/Disabilities)**

- Inconsistent response to Level 1 and 2 misbehaviors that caused a loss of instructional time
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- Use of Hot Chili Peppers from HMH to allow independent struggle
- Explicit Instructions on Clear Steps to attack Directions and Unpack the problem/question or prompt
- Identified essential standards and learning targets
- Planned and created assessment calendar for CFA's
- Planned lessons for MTSS Supports (reteaching and acceleration)

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

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The Actions for 2017-2018 and the 2018-2019, are the same, increase proficiency in both ELA and Math for all subgroups and increase redesignation for language learners. The intended implementation was to increase effective Tier 1 Core instruction, to identify Essential Standards and learning targets, to create and use instructional/Assessment Calendars and create/complete full CFA cycles. Actual implementation has shown slow improvement due to a lack of goal setting and keeping the cycle visible and in more frequent discussions within the teaming structures on campus. There was no significant difference in budget expenditures.

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

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Monies and Time will be encumbered for Professional learning on Kinesthetic Movement and the Brain, using I-Ready as a diagnostic and intervention tool and decide on a protocol to calendar the phases of the cycle of continuous improvement. For Goal #1, the changes will be found in Actions 1-5 in the two areas titled 'Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction) and Professional Learning.

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

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1 SSC:

2 ELAC:

3 Staff:

February 20, 2019 SSC Quorum met. Agenda included introduction to CA Data Dashboard. As well, 2019-2020 SPSA Metrics were reviewed and a vote was made to delegate writing to Site Leadership.

March 20, 2019 SSC Quorum Met. CA Data Dashboard 5X5 Grid and Subgroup Growth was presented and called out in the draft SPSA. Counseling called out as a possible need for the Gaston families based on the RED and ORANGE subgroups.

March 20, 2019 SSC Student Representation surveyed incoming 8th grade student body for Goal 2 and Goal 4 input.

ELAC met on February 7 and March 14, 2019 and provided input on site SPSA and district goals:

- Provide professional learning for all teachers
- Provide tutoring after-school for students to support in areas of ELA and Math
- Increase parent participation
- Consider smaller class sizes
- Increase opportunities to expose students to universities and colleges/careers
- Promote and provide a variety of extra curricular activities, arts and sports to motivate and increase student participation
- Increase student exposure to different careers
- Provide different options of activities for students to choose
- Increase opportunities to recover credits from electives
- Offer workshops to help with work research skills
- Help students navigate the requirements of the university/college application process
- Add opportunities that promote positive student relationships and participation
- Link positive student behavior with success in work and life.
- Develop and expand technical career education
- Expand efforts to ensure that all students remain on target to graduate
- Consider greater approaches to increase student attendance
- Improve school safety for all staff and students
- Increase school counselors

On Buyback Day, March 4-

- Add a CTE Elective using the computer lab
- Every student to have at least one CTE class while being enrolled at Gaston.
- Consider integrating the Project Based Learning throughout the year vs. 1 quarter
- Reference content teachers as Multi-Tiered System of Support (MTSS) Teachers on days that the Gaston innovative professional learning schedule is being implemented
- more in-depth data analysis as a grade level and PLC and to use the data with MTSS partners
- refine a system where students can set goals in order to produce student accountability and ownership in their learning
- continue extended library tutoring
- consider a program that can site wide be followed to empower students to be more organized and improve study skills
- more parental and community support
- continued focus on socio emotional awareness and academic outcomes
- Consider less emphasis on pacing and more emphasis on moving upon mastery
- Continue Saturday Academy
- Professional Learning for SEL for teachers

## Action 1

**Title:** ELA- Increase Proficiency

[Action Details:](#)

**English Language Arts:**

Action details to increase proficiency in English Language Arts will include:

- PD around IPG
- PD using D. Fisher's Research on Relationships, Clarity and Academic Discourse and Complexity to deliver Tier 1 instruction.
- Intentional Checking for Understanding for all students
- Use of Technology for fluidity to support testing environment with support from Personalized Learning Initiative
- Explicit Instructions on Clear Steps to attack Directions and Unpack the problem/question or prompt
- Identified essential standards and learning targets
- Planned and created assessment calendar for CFAs
- Planned lessons for MTSS Supports (reteaching and acceleration)

Reasoning for using this action:  Strong Evidence  Moderate Evidence  Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

**PLAN**

Gaston PLCs will identify essential standards for each quarter and create a CFAs using the Interim Block. This will be driven by PLC planning of instruction, calendared common formative assessments and data collection through the regular use of the PLC Agenda and Data Analysis Tool and monthly reporting of evidence of student learning. This focus will be around sharing instructional strategies that produced the highest results. Weekly, MTSS Teachers will support. PLI leads will continue learning with Education Elements on how to incorporate technology to create a blended instructional approach.

Summer- Review data from SBAC and Interim to identify standards **Quarter 1** – Students will update agendas to establish mastery goals for the year and for the quarter. **MidQuarter 1**- Students Failing the Formative Common Assessment on the unit standards will receive reteach support on the MTSS days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. As well, MTSS support will use data from the i-Ready diagnostic baseline data to ensure the groups are differentiated prior to the first CFA. **Quarter 2** – Students will update agendas to establish goals for the year and for the quarter. **MidQuarter 2**- Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the MTSS days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. **Quarter 3**- Students will update agendas to establish goals for the year and for the quarter. As well, students and teachers will set goals for interim 2 based on interim 1 and CFA results. **MidQuarter 3**- Students Failing the Formative Common Assessment on the targeted standards will receive reteach support on the MTSS days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. Progress Report for Quarter 3 may include a Parent Teacher Conference. **Quarter 4** – Students will update agendas to establish goals for the remainder of the year. As well, students and teachers will set goals for interim SBAC based on interim 1 and 2 as well as CFA results which have focused on unit standards. **MidQuarter 4**- Students Failing the Formative Common Assessment on the unit standards will receive reteach support on the MTSS days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons.

**Do/Implement/Collect Evidence**

PLCs will Plan/Teach lessons with criteria for success – Collect Student Work to take through CFA cycle, Weekly

**Owner(s):**

All members of the PLC teams with the Admin team and HSL will monitor and communicate to Leads, BCC, COST, SSC.

Admin team and Academic Counselor will monitor grades, organize Extended Library Tutoring. All members of the PLC with the LEAD Teacher and assigned administrator will review data. PLC Teams will create common assessments, monitor data and communicate to their MTSS departments, students and parents. MTSS departments will follow the CFA cycle for reteach/acceleration. After School Program will support students with reviewing data, completing missing assignments and assisting with communication to parents.

**Timeline:**

Summer- August 7-9 to review data

\*Start of School Opening activities including each student tested with the iReady Diagnostic. Certificated Staff will use baseline data and create dates for common formative assessments.

\*October- Staff Present out results of their 1st formative assessment. Students will set Goals for interim 2.

\*January-Staff Present out results from Quarter 2.

\*March set goals for quarter 3. Staff Present out results from Quarter 3. Students set and review results from interim 2 and set goals for ELPAC, SBAC and quarter 3.

Quarter 4 - April Assess SBAC and mid May complete post, i-Ready. June, celebrate.

collect and report out Evidence of Student Learning for agreed upon CFUs. Supervising administrator will collect evidence of ACwork, use the PLC Regional Rubric and provide feedback to ILT/PLC and cross reference students by Grade Level to determine who continues to not progress.

**Study/Reflect** PLC will study evidence of student learning to discover where teachers have had great success, discuss how that happened and try to replicate strategies in other classrooms. PLC will conduct error analysis of CFA data, CFU data and of student work against criteria for success to discover modifications needed to reteach and accelerate.

#### **Act/What to do Next**

PLC will celebrate successes! The successes will be memorialized with the support of the Bengal Culture and Climate Team. PLC 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 4, staff will work together to complete an i-Ready post test to look for growth along with other data pieces.

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1 - All students will receive instruction using the GVC and identified essential standards. All students will use iREADY as the diagnostic exam and progress monitor. Students will be supported once a week by a MTSS teacher once a week in each content class during a Blended Learning Lesson. PLCs will create a CFA and proceed through the CFA cycle quarterly to monitor mastery of essential standards.

Tier 2 - After analyzing the CFA results, students will be supported by name and need for reteach and acceleration opportunities followed by two CFUs to measure evidence of learning.

Tier 3 - All general education students who are two or more grade levels behind will be supported by MTSS teachers using technology resources, tutoring, student study team focusing on foundational/literacy skills including enrollment in the After School Program, and the Extended Library Tutoring Program.

Students will be taught to explain their goals for each quarter using a script from their agendas. Common Formative assessments will be created (using illuminate/white board/software/Near Pod) to increase better use of focus standard skills with common academic language across content areas and highlighted throughout the school so all students are able to recognize crossover learning throughout the school so all students are able to visualize reminders. Increased use of common formative assessment with results applied to individual student instruction. Materials and Supplies for a strong first teach and evidence to support the direction for a reteach during MTSS/PLI Days and Extended Library Time.

#### Specify enhanced services for EL students:

Specific attention to our identified sub groups-EL Males, EL foster youth, low SES EL through the following: - Flexible grouping as needed to deepen and extend learning (RTI driven by AC) -Small group instruction through Extended Library Program (after school tutoring with a special bus for transportation) at targeted intervals of the school year -Access to equipment and software -All students will have access to check ATLAS, receive training on how to email teachers and properly request support, assignments, etc.

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

All parent meetings (including ELAC and SSC) will include a TSI Agenda item that keeps them informed of the growth towards targets of SPSA Actions within Goals 1-4.

Student report cards 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 iPLC cycle, assessments, grade progress will be conveyed through individual student reports

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

Specific attention to our identified sub groups: AA/Students with Special Needs Males, AA/Students with Special Needs foster youth, AA SPED, AA/Students with Special Needs Males (low SES) through the following: Flexible grouping as needed to deepen and extend learning (RTI driven by PLC) -Small group instruction through Extending Library Tutoring (after school tutoring with a special bus for transportation) at targeted intervals of the school year. Access to equipment and software (iReady). AA/Students with Special Needs students will have the opportunity to review ATLAS and receive training on how to email teachers and properly request support, assignments, etc.

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

Professional Learning will be delivered using the 36 hours led by administrative team, Education Elements, Information from the Kinesthetic Classroom, Bengal Culture and Climate Team, and district support. Professional Development will include continuing reading Learning by Doing to support PLCs for teachers, CHAMPS to support structures in the classroom and Engagement by Design to support improving iPG results.

August - teaching and learning on IPG tenets. -On going support during side-by-side work for teachers to

sent home with students for their families. The main contact for Coffee Hour is the Home School Liaison and Academic Counselors. Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

analyze student work using Common Formative Assessments and PLC Rubric. At the beginning of each quarter, provide staff with a calendar for PLC work that indicates the week they will plan/teach the lesson. Provide direction and time to support the work around CFA, grade then share, complete error analysis with the criteria for success, review student work and CFA results for evidence of student learning to each other.

## Action 2

**Title:** Math- Increase Proficiency

### Action Details:

Math- Through AC planning using high leverage standards (using the SBAC Blue Prints as a guide), and planning of calendared CFAs and data collection, analysis of student work and data collection, Gaston will increase percentage of all RB Gaston 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.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Gaston PLCs will identify essential standards for each quarter and create a CFA then proceed through the CFA cycle (RTI Tier 1). This will be driven by PLC planning of instruction, calendared common formative assessments and data collection through the regular use of the PLC Agenda and Data Analysis Tool and monthly reporting of evidence of student learning. This focus will be around sharing instructional strategies that produced the highest results. [Data: 2018 Interim #2, 2018 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. **MidQuarter 1-** Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. As well, Co Teach support will use data from the Santa Clara Quick Math baseline data to ensure the groups are differentiated prior to the first CFA. **Quarter 2** – Students will update agendas to establish goals for the year and for the quarter. **MidQuarter 2-** Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. **Quarter 3-** Students will update agendas to establish goals for the year and for the quarter. As well, students and teachers will set goals for Interim 2 based on Interim 1 and CFA results. **MidQuarter 3-** Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. Progress Report for Quarter 3 will include a Parent Teacher Conference on an Early Release Day. **Quarter 4** – Students will update agendas to establish goals for the remainder of the year. As well, students and teachers will set goals for Interim SBAC based on Interim 1 and 2 as well as CFA results which have focused on essential standards. **MidQuarter 4-** Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons.

#### Do/Implement/Collect Evidence

PLCs will Plan/Teach lessons with criteria for success – bi-weekly Collect Student Work to take through CFA cycle, Weekly collect and report out Evidence of Student Learning for agreed upon CFUs. Supervising administrator will collect evidence of PLC work, use the PLC Regional Rubric and provide feedback to ILT/ PLC and cross reference students by Grade Level to determine who continues to not progress.

**Study/Reflect** PLC will study evidence of student learning to discover where teachers have had great success, discuss how that happened and try to replicate strategies in other classrooms. PLC will conduct error analysis of CFA data, CFU data and of student work against criteria for success to discover modifications needed to reteach and accelerate.

#### Act/What to do Next

PLC will celebrate successes! The successes will be memorialized with the support of the Bengal Culture and Climate Team. PLC 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 4, staff will work together to complete a post Santa Clara Quick to look for growth along with other data pieces.

#### Owner(s):

All members of the PLC teams with the Admin team and HSL will monitor and communicate to Leads, BCC, COST, SSC.

Admin team and Academic Counselor will monitor grades, organize Extended Library Tutoring. All members of the PLC with the LEAD Teacher and assigned administrator will review data. PLC Teams teams will create common assessments, monitor data and communicate to their co teach departments, students and parents. Co teach departments will follow the CFA cycle for reteach/acceleration. After School Program will support students with reviewing data, completing missing assignments and assisting with communication to parents.

#### Timeline:

Summer- August 7-9 to review data

\*Start of School Opening activities including each student tested with the iReady Diagnostic. Certificated Staff will use baseline data and create dates for common formative assessments.

\*October- Staff Present out results of their 1st formative assessment. Students will set Goals for interim 2.

\*January-Staff Present out results from Quarter 2.

\*March set goals for quarter 3. Staff Present out results from Quarter 3. Students set and review results from interim 2 and set goals for ELPAC, SBAC and quarter 3.

Quarter 4 - April Assess SBAC and mid May complete post, i-Ready. June, celebrate.



**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

Tier 1 - All students will receive instruction using the GVC and identified essential standards. All students will be given a universal screener, Santa Clara Quick, to identify a baseline math level. Students will be supported once a week by a co-teacher during first teach. PLCs will create a CFA and proceed through the CFA cycle quarterly to monitor mastery of essential standards.

Tier 2 - After analyzing the CFA results, students will be supported by name and need for reteach and acceleration opportunities followed by two CFUs to measure evidence of learning. Identified students will be enrolled in Gate ELA classes. Identified students will be enrolled in 7th Grade Accelerated and/or Algebra classes.

Tier 3 - All general education students who are two or more grade levels behind will be supported one on one by co-teacher using technology resources, tutoring and student study team focusing on foundational math skills.

Students will be taught to explain their goals for each quarter using a script from their agendas. Common Formative assessments will be created (using illuminate/white board/software/Near Pod) to increase better use of focus standard skills with common academic language across content areas and highlighted throughout the school so all students are able to recognize crossover learning. Increased use of common formative assessment with results applied to individual student instruction. Materials and Supplies for a strong first teach and evidence to support the direction for a reteach during Co Teaching Days, Extended Library Time, technology, document cameras aligned to illuminate platform, book sets, and scholastic science.

**Specify enhanced services for EL students:**

Specific attention to our identified sub groups: English Learner Males, EL foster youth, EL SPED, EL Males (low SES) through the following: Flexible grouping as needed to deepen and extend learning (RTI driven by PLC) -Small group instruction through Extending Library Tutoring (after school tutoring with a special bus for transportation) at targeted intervals of the school year. Access to equipment and software (Mango Languages). EL students will have the opportunity to review ATLAS and receive training on how to email teachers and properly request support, assignments, etc.

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

All parent meetings (including ELAC and SSC) will include a TSI Agenda item that keeps them informed of the growth towards targets of SPSA Actions within Goals 1-4.

Student report cards 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 iPLC cycle, assessments, grade progress will be conveyed through individual student reports sent home with students for their families. The main contact for Coffee Hour is the Home School Liaison and Academic Counselors. Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

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

Specific attention to our identified sub groups: AA/Students with Special Needs Males, AA/Students with Special Needs foster youth, AA SPED, AA/Students with Special Needs Males (low SES) through the following: Flexible grouping as needed to deepen and extend learning (RTI driven by PLC) -Small group instruction through Extending Library Tutoring (after school tutoring with a special bus for transportation) at targeted intervals of the school year. Access to equipment and software (iReady). AA/Students with Special Needs students will have the opportunity to review ATLAS and receive training on how to email teachers and properly request support, assignments, etc.

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

Professional Learning will be delivered using the 36 hours led by administrative team, Education Elements, Information from the Kinesthetic Classroom, Professional Development will include continuing reading Learning by Doing to support PLCs for teachers, CHAMPS to support structures in the classroom and Engagement by Design to support improving iPG results.

August - teaching and learning on IPG tenets. -On going support during side-by-side work for teachers to analyze student work using Common Formative Assessments and PLC Rubric. At the beginning of each quarter, provide staff with a calendar for PLC work that indicates the week they will plan/teach the lesson. Provide direction and time to support the work around CFA grade then share, complete error analysis with the criteria for success, review student work out and CFA results for evidence of student learning to each other.

**Action 3**

**Title:** English Language Learners- Increase Redesignation

**Action Details:**

For our Language Learners Gaston will increase the percentage of students who are redesignated as well as developing their second language (English) by implementation of Effective Tier 1 Core Instruction using SDAIE strategies and integrating ELD standards for all content areas. Gaston's designated English language development will be supported using the adopted text. All language learners will have the support of a MTSS Teacher in History, ELA, Math and Science for reteach and acceleration.

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

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

Phases of Language Learner Support throughout the 2019-2020 School Year:

All Staff at Gaston Middle School will access the EL Redesignation report to identify EL students in each of their periods by name and level. Content departments will take ownership of 2 of the 21 ELPAC task types to incorporate into their instruction to prepare for ELPAC testing. Advisory will initiate goal setting for assessments. All teachers will send postcards of encouragement, and provide practice around vocabulary development, reading comprehension and writing. Extended Library Tutoring for Language Learners after school on Monday, Tuesday and Wednesday for continue vocabulary development, reading comprehension and writing in preparation for interim assessments, ELPAC, as well as grades and overall English Language Fluency. Staff will continue to receive professional learning around ELD standards along with reading 'Classroom Instruction that Works with English Language Learners, 2 Edition' by Hill and Miller to keep all lessons designed to support language learners.

#### Owner(s):

All members of the PLC teams with the Admin team and HSL will monitor and communicate EL data to Leads, BCC, MTSS/COST/TST, SSC and ELAC.

Admin team and Academic Counselors will monitor grades, organize Extended Library Tutoring. All members of the PLC with the LEAD Teacher and assigned administrator will review EL data. PLC Teams teams will create common assessments, monitor data and communicate to their MTSS departments, students and parents. MTSS departments will follow the CFA cycle for reteach/acceleration. After School Program will support students with reviewing data, completing missing assignments, assisting with communication to parents and providing students opportunities with i-Ready individualized learning.

All teachers will access EL Redesignation Report to identify names and EL levels of English Learners in their classrooms.

Home School Liaison will stay in communication with parents quarterly to inform of progress - Librarian will assist with other software and literature to support fluency

Admin team will implement quarterly system on monitoring RFEP students as well as gathering documents for redesignation.

#### Timeline:

Summer- August 7-9 to review data

\*Start of School Opening activities including each student tested with the iReady Diagnostic. Certificated Staff will use baseline data and create dates for common formative assessments.

\*October- Staff Present out results of their 1st formative assessment. Students will set Goals for interim 2.

\*January- Staff Present out results from Quarter 2.

\*March set goals for quarter 3. Staff Present out results from Quarter 3. Students set and review results from interim 2 and set goals for ELPAC, SBAC and quarter 3.

Quarter 4 - April Assess SBAC and mid May complete post, i-Ready. June, celebrate.

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Instructional services for identified language learners will be aligned to the **designated supports** as identified by FUSD. Language Learners assigned to ELD will be identified by ELPAC scores, how long they have been in the United States and Home Language Survey. 7th grade moving to 8th grade can also have input from English and ELD recommendations of teachers. The curriculum is Inside Fundamentals and the students will use the proper level according their language acquisition level.

Direct Instructional services for language learners in content classes will be aligned to the **integrated supports** as identified by FUSD. Along with being assessed in ELPAC, Teachers teaching language learners will prepare their classrooms and have environments that #1- support cultural and linguistic diversity. Tier 1 (the first teach) will include MTSS teachers once a week. Using the IPG for support, #2- Provide direct and explicit comprehension strategy instruction #3- Provide explicit vocabulary instruction #4- Provide opportunities for extended discussion of text meaning and interpretation #5- Increase motivation and engagement in literacy learning. Tier 2 will use the same supports above, however may be in smaller groups.

Long Term EL Students will be considered Tier 3 ELs and have access to English Lessons on Mango Language and ELPAC frontloading support.

All EL students who have been flat with scores will be connected with an adult on campus and meet bi-weekly for: Communication on ELPAC expectations for the new year, learn about the postcards of encouragement, receive weekly opportunities to practice English Skills within iReady in the after-school program. Students will have access to additional English Lessons on Mango Language -Materials and Supplies -Transportation to home from Extended Library Tutoring - ELPAC Assessment from Assessors.

**Specify enhanced services for EL students:**

Identified students will have a one to one peer mentor to ensure each child knows their ELPAC score and receive assistance to be able to speak to their goal. MTSS/COST/TST will ensure that students identified as EL homeless, EL foster and low EL SES as well as EL SPED have services and/teachers have back ground to assist teachers 'knowing' their students.

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

The parents of the identified Language Learners will be invited to the September ELAC meeting to have the Action explained. The Home School Liaison is the point person to assist with attendance to meetings and the Parent University ELPAC Module as well as all communication of events (tutoring support). 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. 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

All parent meetings (including ELAC and SSC) will include a TSI Agenda item that keeps them informed of the growth towards targets of SPSA Actions within Goals 1-4.

Student report cards 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 iPLC cycle, assessments, grade progress will be conveyed through individual student reports sent home with students for their families. The main contact for Coffee Hour is the Home School Liaison and Academic Counselors. Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

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

i-Ready Diagnostic for reading will pinpoint ELL student needs down to the sub-skill level. The growth monitoring option shows whether ELL students are on track to achieve end of the year targets. Because the assessments are computer-based and delivered on internet connected computers, results are immediately available to schools and teachers for targeting instruction. Teachers will use results to group students for differentiated instruction and intervention. i-Ready will be available for use during the school day, in the afterschool program and in the Extended Library Tutoring.

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

\*Summer: All certificated Teachers will identify their EL student's names and identify which periods they are in. Whole staff will be provided PL through 36 hours led by administrative team, identified teacher leaders to include 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 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 Learners.

**Action 4**

**Title:** African American Academic Growth

**Action Details:**

Increase the number of African-American students who score standards met or standard exceeded on both Math and ELA

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

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

**Plan/Problem of Practice** -Teachers will engage in professional learning to acquire techniques on increasing the use of devices in class and/or lessons. Teacher will receive PL on strategies in working with students of color. Gaston families will be trained through parent workshops to utilize available tools to assist increasing communication and strengthen partnerships with teachers and site to increase and support academic achievement.

Gaston PLCs will identify essential standards for each quarter and create a CFA then proceed through the CFA

**Owner(s):**

All members of the PLC teams with the Admin team and HSL will monitor and communicate to Leads, BCC, COST, SSC.

Admin team and Academic Counselor will monitor grades, organize Extended Library Tutoring. All members of the PLC with the LEAD Teacher and

**Timeline:**

Summer- August 7-9 to review data

\*Start of School Opening activities including each student tested with the iReady Diagnostic. Certificated Staff will use baseline data and create dates for common formative assessments.

cycle (RTI Tier 1). This will be driven by PLC planning of instruction, calendared common formative assessments and data collection through the regular use of the PLC Agenda and Data Analysis Tool and monthly reporting of evidence of student learning. This focus will be around sharing instructional strategies that produced the highest results. [Data: 2018 Interim #2, 2018 SBAC] PLI leads will receive training through Education Elements on how to incorporate technology to create a blended instructional approach.

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. **MidQuarter 1**- Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. As well, Co Teach support will use data from the San Diego Quick ELA baseline data to ensure the groups are differentiated prior to the first CFA. **Quarter 2** – Students will update agendas to establish goals for the year and for the quarter. **MidQuarter 2**- Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. **Quarter 3**- Students will update agendas to establish goals for the year and for the quarter. As well, students and teachers will set goals for interim 2 based on interim 1 and CFA results. **MidQuarter 3**- Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. Progress Report for Quarter 3 will include a Parent Teacher Conference on an Early Release Day. **Quarter 4** – Students will update agendas to establish goals for the remainder of the year. As well, students and teachers will set goals for interim SBAC based on interim 1 and 2 as well as CFA results which have focused on essential standards. **MidQuarter 4**- Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons.

#### Do/Implement/Collect Evidence

PLCs will Plan/Teach lessons with criteria for success – bi-weekly Collect Student Work to take through CFA cycle, Weekly collect and report out Evidence of Student Learning for agreed upon CFUs. Supervising administrator will collect evidence of ACwork, use the PLC Regional Rubric and provide feedback to ILT/ PLC and cross reference students by Grade Level to determine who continues to not progress.

#### Study/Reflect

PLC will study evidence of student learning to discover where teachers have had great success, discuss how that happened and try to replicate strategies in other classrooms. PLC will conduct error analysis of CFA data, CFU data and of student work against criteria for success to discover modifications needed to reteach and accelerate.

#### Act/What to do Next?

PLC will celebrate successes of American-American subgroup! The successes will be memorialized with the support of the Bengal Culture and Climate Team. PLC 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 4, staff will work together to complete a post San Diego Quick to look for growth along with other data pieces.

assigned administrator will review data. PLC Teams will create common assessments, monitor data and communicate to their co teach departments, students and parents. Co teach departments will follow the CFA cycle for reteach/acceleration. After School Program will support students with reviewing data, completing missing assignments and assisting with communication to parents.

\*October- Staff Present out results of their 1st formative assessment. Students will set Goals for interim 2.

\*January-Staff Present out results from Quarter 2.

\*March set goals for quarter 3. Staff Present out results from Quarter 3. Students set and review results from interim 2 and set goals for ELPAC, SBAC and quarter 3.

Quarter 4 - April Assess SBAC and mid May complete post, i-Ready. June, celebrate.

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1 - All African American students will receive instruction using the GVC and identified essential standards. All students will be given a universal screener, San Diego Quick/Santa Clara Quick, to identify a baseline reading and math

levels. Students will be supported once a week by a co-teacher during first teach. PLCs will create a CFA and proceed through the CFA cycle quarterly to monitor mastery of essential standards.

Tier 2 - After analyzing the CFA results, students will be supported by name and need for reteach and acceleration opportunities followed by two CFUs to measure evidence of learning.

Tier 3 - All general education students who are two or more grade levels behind will be supported one on one by co-teacher using technology resources, tutoring and student study team focusing on foundational math and reading/literacy skills.

Students will be taught to explain their goals for each quarter using a script from their agendas. Common Formative assessments will be created (using Illuminate/white board/software/Near Pod, PLI tablets) to identify effective instructional practices and increase knowledge of focus standards with common academic language across content areas and highlighted throughout the school so all students of color are able to visualize reminders. Increased use of common formative assessment with results applied to individual student instruction. Materials and Supplies for a strong first teach and evidence to support the direction for a reteach during Co Teaching Days, Extended Library Time.

Specify enhanced services for EL students:

N/A

Specify enhanced services for low-performing student groups:

i-Ready licences and professional learning

All Teaming Structures will use the Site Plan as Resource and the SPSA will have a permanent place on all Agendas

A commitment to use a Goal Setting Tool for both Students and Staff for SEL and Academic goals will be completed and reviewed based on the calendar.

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

All parent meetings (including ELAC and SSC) will include a TSI Agenda item that keeps them informed of the growth towards targets of SPSA Actions within Goals 1-4.

Student report cards 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 iPLC cycle, assessments, grade progress will be conveyed through individual student reports sent home with students for their families. The main contact for Coffee Hour is the Home School Liaison and Academic Counselors. Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

Describe Professional Learning related to this action:

Professional Learning will be delivered using the 36 hours led by administrative team, Education Elements, Information from the Kinesthetic Classroom, CHAMPS to support structures in the classroom and Engagement by Design to support improving iPG results.

August - teaching and learning on iPG tenets. -On going support during side-by-side work for teachers to analyze student work using Common Formative Assessments and PLC Rubric. At the beginning of each quarter, provide staff with a calendar for PLC work that indicates the week they will plan/teach the lesson. Provide direction and time to support the work around CFA, grade then share, complete error analysis with the criteria for success, review student work out and CFA results for evidence of student learning to each other.

If funds are available, contract and consult with Dr. Chike Akua for professional learning opportunities to increase awareness of culturally and race competencies.

**Action 5**

**Title:** Students with Disabilities Academic Growth

Action Details:

Increase the number of students with disabilities to show growth towards standards nearly met and met on both ELA and Math.

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

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

Data that will monitor progress:

-IEP Goals	-CFA	-Participation in Goal 2
-Interim Results	-GRADES	
-SBAC Results	-Attendance	
-iREADY Diagnostic Pre/Mid/Post		

Progress Monitoring within the Cycle of Continuous Improvement:

Plan/Problem of Practice The students that have academic challenges fall into Tier 2 and Tier 3 and will have academic support throughout the day based on their IEP and or results from a potential Student Study Team Meeting, potential or a 504 meeting. . Students with Disabilities come with IEPs and upon entry the IEP at a Glance to all staff. If the child is out of district an IEP will be held to determine proper placement, accommodations and supports. 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- Academic supports will be in place for students. Supports may consist of SDC teacher, RSP teacher, Push in Paraprofessional Support, Assigned Shadows to identified students and in such cases Appropriate Learning Placement Services. All programs are supported by Psychologist and Social Worker, Case Managers and Academic Counselors.

Owner(s):

All Teachers (PLCs, ILT, BCC, Administration)

Academic Counselors and Academic Counselor Interns will support students as they counsel by ensuring the agendas are up to date.

MTSS Teachers will set goals for their students using the Nearly Met Standards Lists from the POWER BI reports to create their groups.

After School Program will support students by reviewing grades and supporting with missing assignments.

Timeline:

August, December and April i-READY diagnostic will be administered

After each Diagnostic the student will set goal in their quarterly Agenda. In August review SBAC data, establish goal for Interim 1.

October-Students will review Interim 1 results and set goals for Interim 2.

January- Review results from Interim 1 and Diagnostic then set goal for SBAC ELA and Math.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1 - All students will receive instruction using the GVC and identified essential standards. All students will use iREADY as the diagnostic exam and progress monitor. Students will be supported once a week by a MTSS teacher once a week in each content class during a Blended Learning Lesson. PLCs will create a CFA and proceed through the CFA cycle quarterly to monitor mastery of essential standards.

Tier 2 - After analyzing the CFA results, students will be supported by name and need for reteach and acceleration opportunities followed by two CFUs to measure evidence of learning.

Tier 3 - All general education students who are two or more grade levels behind will be supported by MTSS teachers using technology resources, tutoring, student study team focusing on foundational/literacy skills including enrollment in the After School Program, and the Extended Library Tutoring Program.

Students will be taught to explain their goals for each quarter using a script from their agendas. Common Formative assessments will be created (using illuminate/white board/software/Near Pod) to increase better use of focus standard skills with common academic language across content areas and highlighted throughout the school so all students are able to recognize crossover learning throughout the school so all students are able to visualize reminders. Increased use of common formative assessment with results applied to individual student instruction. Materials and Supplies for a strong first teach and evidence to support the direction for a reteach during MTSS/PLI Days and Extended Library Time.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

Identified students will have a one to one peer mentor to ensure each child knows their ELPAC score and receive assistance to be able to speak to their goal. MTSS/COST/TST will ensure that students identified as EL homeless, EL foster and low EL SES as well as EL SPED have services and/teachers have back ground to assist teachers 'knowing' their students.

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

Parents will receive the IEP Goals annually, receive notification of assessment and be able to communicate academic concerns and social emotional learning to support establishing a strong relationship with peers and in classes.

All parent meetings (including ELAC and SSC) will include a TSI Agenda item that keeps them informed of the growth towards targets of SPSA Actions within Goals 1-4.

Student report cards 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 iPLC cycle, assessments, grade progress will be conveyed through individual student reports sent home with students for their families. The main contact for Coffee Hour is the Home School Liaison and Academic Counselors. Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

i-Ready licences and professional learning

All Teaming Structures will use the Site Plan as Resource and the SPSA will have a permanent place on all Agendas

A commitment to use a Goal Setting Tool for both Students and Staff for SEL and Academic goals will be completed and reviewed based on the calendar.

#### [Describe Professional Learning related to this action:](#)

Professional Learning will be delivered using the 36 hours led by administrative team, Education Elements, Information from the Kinesthetic Classroom, Bengal Culture and Climate Team, and district support. Professional Development will include continuing reading Learning by Doing to support PLCs for teachers, CHAMPS to support structures in the classroom and Engagement by Design to support improving iPG results.

August - teaching and learning on IPG tenets. -On going support during side-by-side work for teachers to analyze student work using Common Formative Assessments and PLC Rubric. At the beginning of each quarter, provide staff with a calendar for PLC work that indicates the week they will plan/teach the lesson. Provide direction and time to support the work around CFA, grade then share, complete error analysis with the criteria for success, review student work and CFA results for evidence of student learning to each other.

## 2019-2020 SPSA Budget Goal Subtotal

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

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology and Tech Equipment - Computers, HDMI Cables, Projectors, Bulbs, Etc.	6,854.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buyout - Forensics (Callie LaFlam)	11,659.00
G1A1	Sup & Conc	Instruction	Copier Maint			Ricoh Copier Maintenance	9,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLI Initiative with Education Elements	14,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			: Ricoh Copier Lease	6,000.00
G1A1	Sup & Conc	Separate Classes: Special Educati	Teacher-Regu	Teacher, Middle School	0.1250	Functional Skills Prep Buyout (Felicia Burrell)	11,659.00
G1A2	Sup & Conc	Instruction	Direct-Maint			General & Tech Maintenance	10,000.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	HSL will be the first support of parent contact: coffee hour and parent participation. All actions in Goal 1 and Goal 4.	50,147.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra Time to support parent meetings/involvement	4,853.00
G1A3	Sup & Conc	Instruction	Direct-Food			Food Service Catering	2,000.00
G1A3	LCFF: EL	Instruction	Bks & Ref			iReady	25,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies to support EL Learners	2,094.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,000.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Materials/Supplies to support parent mtg./involvement	5,000.00

**\$160,266.00**



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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	83.271 %	61.137 %	2017-2018	68.137 %

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

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

**Goal 2 Participation Rate**

Participation in athletics, clubs, art, VAPA/music and co-curricular activities

- Elective classes providing opportunities for extra credit as part of their class grade
- Club Rush Week (Offered 3x's per year – Fall, Winter and Spring)
- Collaboration and communication between staff, club advisors and students to promote and increase Goal 2 participation
- Clubs to offer study trips to colleges, student leadership conferences, career fairs and guest speakers connected to student clubs
- Transportation provided for students who participate in after school athletics and clubs
- CSUF Pipeline Program to provide Post-Secondary Education exposure and awareness
- Quarterly Award Recognition, Character awards and incentives to promote Goal 2 participation

Overall effectiveness of actual implementation;

- 92% of students are currently enrolled in Goal 2
- 92% of students who took elective survey at the end of the semester and answered the question – Do you like your elective courses? 92% of students answered YES

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

**Goal 2 Participation Rate**

- Currently offered 23 Clubs and made invitations for all students especially all subgroups in the school- Latinos, Students with Disabilities, African Americans, Language Learners, Chronic Absenteesim and Asians. The district is losing Vendors in which Clubs had access to purchase supplies and materials to support clubs and increase participation, teachers are now having to bring in their own materials and resources to supplement
  - Another key factor that contributed to disproportionality included having a short period during lunch period for students to participate in goal 2 activities.
  - There was a need to promote the Clubs to student body in order to better recruit students

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

- For Goal 2, there was not a significant difference between intended and actual implementation of actions.
- Funding for equipment replacement and uniforms (currently use a 3 year rotation for uniforms)
- Is there any additional \$ for clubs to take study trips and provide incentives for participating in their clubs?

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

- CSUF Pipeline Program is offered to all students and promotes post-secondary education.
- Promote Clubs and provide additional opportunities for students to go on study trips, student/leadership conferences, career fairs connected to their clubs or interests.
- Provide quarterly recognition for students who participate in Goal 2 activities.

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

**1** SSC:

February 20, 2019 SSC Quorum met. Agenda included introduction to CA Data Dashboard. As well, 2019-2020 SPSA Metrics were reviewed and a vote was made to delegate writing to Site Leadership.

March 20, 2019 SSC Quorum Met. CA Data Dashboard 5X5 Grid and Subgroup Growth was presented and called out in the draft SPSA. Counseling called out as a possible need for the Gaston families based on the RED and ORANGE subgroups.

March 20, 2019 SSC Student Representation surveyed incoming 8th grade student body for Goal 2 and Goal 4 input.

**2** ELAC:

ELAC met on February 7 and March 14, 2019 and provided input on site SPSA and district goals:

- Provide professional learning for all teachers
- Provide tutoring after-school for students to support in areas of ELA and Math
- Increase parent participation
- Consider smaller class sizes
- Increase opportunities to expose students to universities and colleges/careers
- Promote and provide a variety of extra curricular activities, arts and sports to motivate and increase student participation
- Increase student exposure to different careers
- Provide different options of activities for students to choose
- Increase opportunities to recover credits from electives
- Offer workshops to help with work research skills
- Help students navigate the requirements of the university/college application process
- Add opportunities that promote positive student relationships and participation
- Link positive student behavior with success in work and life.
- Develop and expand technical career education
- Expand efforts to ensure that all students remain on target to graduate

**3** Staff:

On Buyback Day, March 4, 2019, the following feedback and suggestions were received:

- Consider integrating the Project Based Learning throughout the year vs. 1 quarter
- Reference content teachers as Multi-Tiered System of Support (MTSS) Teachers on days that the Gaston innovative professional learning schedule is being implemented
- more in-depth data analysis as a grade level and PLC and to use the data with MTSS partners
- refine a system where students can set goals in order to produce student accountability and ownership in their learning
- continue extended library tutoring
- consider a program that can site wide be followed to empower students to be more organized and improve study skills
- more parental and community support
- continued focus on socio emotional awareness and academic outcomes
- Consider less emphasis on pacing and more emphasis on moving upon mastery
- Continue Saturday Academy
- Professional Learning for SEL for teachers

- Consider greater approaches to increase student attendance
- Improve school safety for all staff and students
- Increase school counselors

## Action 1

**Title:** Electives Plus Goal 2

### Action Details:

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: A-G Spanish Courses (1, 2 and Nativos), LibraryStudies, Band,Orchestra, Music Appreciation, Women's and Men's Alliance,Chorus, ShowChoir,Hip Hop, Folklorico, Art, African American Studies, Latino Studies,Hmong, Speech and Debate,ColorGuard, Information Tech, Engineering and Design, Arts and Media.

**Reasoning for using this action:**  Strong Evidence  Moderate Evidence  Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

#### Plan/ Problem

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

#### Do/Implement/Collect Evidence

Each elective will have a club aligned to their content in some manner to support student engagement. Along with increased participation will come increased IPG scores in tenets 1 and 4. Quarterly progress monitoring of Goal 2 participation, we can also look at IPG trend data and see if there's any correlation with Goal 2 and IPG data Tenet 1/Culture of Learning?

#### Study/Reflect

COST/TST team, leadership team, athletic director, campus culture, electives 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. CCI process to include club advisors and academic counselors.

#### Act/What to do Next

Celebration with staff, students and parents when we move closer to 100% participation and of course... when we win events! Character Awards during 4th quarter to recognize students who demonstrate excellent Character traits in Goal 2 activities.

#### Owner(s):

Administration, and Electives PLC with the Athletic Director sit with Goal 2 Director to learn the Data Collection tool for Goal 2.

The After School Program will support students with reviewing data, completing missing assignments and assisting with communicating with adults to keep students eligible. -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. -TransitionTeacher will use Atlas to support students when processing students in to Transition.

Campus Culture Director and Assistant and Athletic will support with school and athletic activities

#### Timeline:

Quarterly review of club membership and Atlas scanner results.

Academic Counselor/Athletic Director and Campus Culture Director to support with data entry

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

-Students and parents will receive a Block 'G' and join the Block 'G' Club. -When parents and students participate in culminating Projects with clubs and the events are combined with electives (BSUand ShowChoir- celebrating BlackHistoryMonth, Latinos for Excellence and opportunities to take lessons beyond the day with the additional Latino Studies courses (including participation in the district Cesar Chavez celebration),16 of September with folklorico

group and Tournament of Technology- the students and parents can earn emblems to add to their Block 'G' -Costumes, Props, Incentives and opportunities to showcase.

-Substitutes and transportation are needed for coverage for teachers and students that compete in festivals.

-Software for electives.

-Funds to support student competitions (food, attire, entry fees)

#### Specify enhanced services for EL students:

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

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

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All parent meetings (including ELAC and SSC) will include a TSI Agenda item that keeps them informed of the growth towards targets of SPSAActions within Goals 1-4. 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. Goal 2 as a permanent position on each agenda.

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

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i-Ready results and subgroups will be strategically studied to ensure that the students that have the most needs will be connected to an elective they can excel in.

All Teaming Structures will use the Site Plan as Resource and the SPSA will have a permanent place on all Agendas.

A commitment to use a Goal Setting Tool for both Students and Staff for SEL and Academic goals will be completed and reviewed based on the calendar.

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

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PLC time for Elective Teachers at the end of each quarter will be allocated 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. PL to support mindfulness, SEL and Kinesthetic Movement in the classroom

## 2019-2020 SPSA Budget Goal Subtotal

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

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Athletic Director Prep Buyout (Keith Travis)	11,659.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Substitutes to Support Teacher Planning, Conferences, etc.	7,646.00
G2A1	Sup & Conc	Instruction	Travel			PD Conferences - CADA, CAHPERDS, Etc.	10,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation	12,000.00
G2A1	LCFF: EL	Other Pupil Services	Oth Cls-Supp			ELL Classified Support Supplemental Contract	6,245.00

**\$47,550.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 8th Grade	13.297 %	83.295 %	2017-2018	90.295 %

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

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

**Exposure to Careers - 8th Grade**

Gaston has implemented and will continue to offer the following opportunities for their students:

- Use of XELLO (a Career Exploration Application)
- Participation in the CTE Ticket to the Future event
- Visit to local Colleges and Universities
- Invitations to guest/community speakers
- 3 College/University out of town trips; CSU Monterey, UCLA, San Jose State
- College and Career Advanced Lessons (Monthly and every week in April)
- Student Success Conferences with Academic Counselors (Twice a Year)
- Project Based Learning event started school wide at the end of quarter 3 and it was decided for 2019-2020 to extend the project throughout the year to support creating better context for students.

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

**Exposure to Careers - 8th Grade**

Although the school has created a school wide project to expose students to careers in both 7th and 8th grade, a tool was not created to pre assess whether or not the enrolled middle school students recognize the importance.

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

Differences are a subtraction of one event and an addition of two opportunities that will impact the budget expenditures. Gaston did not host the Festival de las Americas due to calendar constraints however did add Club 2023 for students and added College and Career themed advisories for the entire student body.

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

An effort will be made to ensure that every student will complete at least one CTE (Information Technology) course during their enrollment at at Gaston Middle School.

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

**1** SSC:

February 20, 2019 SSC Quorum met. Agenda included introduction to CA Data Dashboard. As well, 2019-2020 SPSA Metrics were reviewed and a vote was made to delegate writing to Site Leadership.

March 20, 2019 SSC Quorum Met. CA Data Dashboard 5X5 Grid and Subgroup Growth was presented and called out in the draft SPSA. Counseling called out as a possible need for the Gaston families based on the RED and ORANGE subgroups.

March 20, 2019 SSC Student Representation surveyed incoming 8th grade student body for Goal 2 and Goal 4 input.

**2** ELAC:

ELAC met on February 7 and March 14, 2019 and provided input on site SPSA and district goals:

- Provide professional learning for all teachers
- Provide tutoring after-school for students to support in areas of ELA and Math
- Increase parent participation
- Consider smaller class sizes
- Increase opportunities to expose students to universities and colleges/careers
- Promote and provide a variety of extra curricular activities, arts and sports to motivate and increase student participation
- Increase student exposure to different careers
- Provide different options of activities for students to choose
- Increase opportunities to recover credits from electives
- Offer workshops to help with work research skills
- Help students navigate the requirements of the university/college application process
- Add opportunities that promote positive student relationships and participation
- Link positive student behavior with success in work and life.
- Develop and expand technical career education
- Expand efforts to ensure that all students remain on target to graduate
- Consider greater approaches to increase student attendance
- Improve school safety for all staff and students
- Increase school counselors

**3** Staff:

On Buyback Day, March 4, 2019, the following feedback and suggestions were received:

- Consider integrating the Project Based Learning throughout the year vs. 1 quarter
- Reference content teachers as Multi-Tiered System of Support (MTSS) Teachers on days that the Gaston innovative professional learning schedule is being implemented
- more in-depth data analysis as a grade level and PLC and to use the data with MTSS partners
- refine a system where students can set goals in order to produce student accountability and ownership in their learning
- continue extended library tutoring
- consider a program that can site wide be followed to empower students to be more organized and improve study skills
- more parental and community support
- continued focus on socio emotional awareness and academic outcomes
- Consider less emphasis on pacing and more emphasis on moving upon mastery
- Continue Saturday Academy
- Professional Learning for SEL for teachers

## Action 1

**Title:** Project Based Learning- STEAM

### Action Details:

To support demonstrating character and competencies for workplace success, the entire school will participate and contribute to a Year-long project based STEAMculminating event in the Spring for Open House.

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

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

##### Plan/ Problem of Practice:

Teachers will become familiar with the method of Project Based Learning which is to have students use the GVC and answer a meaningful question that explores, a real-world problem. Gaston will answer- How do I become college and career ready and demonstrate the competencies for workplace success where STEAMis the emphasis? (Science, Technology, Engineering, Arts and Math).

##### Do/Implement/Collect Evidence:

All PLCs will choose a project to answer the question that is aligned to their content area using 21st century skills (critical thinking, collaboration, communication and creativity) and the Personalized Learning Initiative.

##### Act/What to do Next

At Open House the community will be involved with and celebrate how the students answered their question.

#### Owner(s):

Administration will teach the 2019-2020 PBL foundational components. ILT and PLC Teams will create quality tasks to assess, monitor data and communicate to students and parents -Home School Liaison will stay in communication with parents quarterly to inform of progress.

Student Leadership will create the Invitation and coordinate the event.

#### Timeline:

Late Start Fridays, BuyBack and Institute Days-Over view of PBL Monthly check ins with ILT and PLCs on Progress as well as school displays of progress-

Quarter 1- Intro to Careers Research after the Academic Counselors to their Student Success Conferences.

Quarter 2- October and November school wide survey and public charting of chosen careers with celebrations at lunch with representations of the highest selected career with guest speakers coming at lunch.

Quarter 3-

Quarter 4- Open House March 31

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Technology will assist the research of career in STEAM. Display Poster Boards and art tools, printers and ink for printers, will be needed to create and display.

#### Specify enhanced services for EL students:

Additional communication from the HSL will be made to keep parents informed. For Nativos, Spanish students and ELD students, the requirement for their project will be in the language they are learning and presenting in.

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

Researchers have found that well-planned, well executed PBL can increase student motivation and engagement in learning;improve students' retention of knowledge across time; be especially effective with low- performing student groups; and improve results on state standardized tests. Many opportunities for student choice within the project are designed to engage students.

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

Parent Attendance at PBL Showcase/Open House.

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

Use Buck Institute for Education materials to Guide Learning. Require all PLCs to use the PBL rubrics and journaling to capture the full project.



Time for planning and observation around the Gaston innovative professional learning schedule that allows the MTSS/PLI blended learning plan and strategies to support career exposure.

**Goal 4 - All Students will stay in school on target to graduate**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
ADA Attendance	95.504 %	94.269 %	2017-2018	95.269 %
Chronic Absenteeism	13.503 %	18.172 %	2017-2018	16.172 %
Suspensions Per 100	41.857 %	33.027 %	2017-2018	32.027 %
Parent Survey - Respected and welcomed	100 %	95.181 %	2017-2018	100 %
Parent Survey - Safe and secure	98.613 %	93.023 %	2017-2018	100 %
Student Survey - Included	58.026 %	53.542 %	2017-2018	60.542 %
Student Survey - Caring adult	59.786 %	57.426 %	2017-2018	64.426 %
Chronic Absenteeism (Students with Disabilities)		24.4 %	2017-2018	22.4 %
Suspension Rate (Students w/Disabilities)		23.1 %	2017-2018	20.1 %
Chronic Absenteeism (African American)		22.1 %	2017-2018	20.1 %
Suspension Rate (African American)		39.2 %	2017-2018	36.2 %

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

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

**Chronic Absenteeism**

- 17.2% chronic absenteeism rate
- student enrolled in two electives
- a need to feel connected to a caring adult on campus
- a need to feel included and connected to school
- a need for student to be involved in goal 2 activities
- a need for quarterly contracts/awards
- a structured policy and response to tardies
- Home School Liaison to support with attendance and communication
- a need to increase parent participation/involvement
- Social Worker to support with attendance, SE needs and communication
- COST/TST Team

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

**Chronic Absenteeism**

- the need for mentors, life coaches, shadows
- a need to feel connected to a caring adult on campus
- a need to feel included and connected to school
- a need for student to be involved in goal 2 activities
- a need for quarterly contracts/awards
- a need to increase parent partnerships

**Suspensions Per 100**

- a need for SE learning for both staff and students
- a need for interventions with level 1 and 2 behaviors for teachers
- a need for restorative practice strategies to repair relationships

- Tier II Intervention Specialist will continue case management and provide direct supports/services to students with social emotional, behavioral and attendance needs (skill building, check in/check out, mentoring, Meaningful Work). An active member of the Tier II Targeted Support Team.
- Child Welfare and Attendance Specialist to continue monthly attendance counseling through collaboration with attendance clerk

#### **Suspensions Per 100**

- a need for SE learning for both staff and students
- a need for interventions with level 1 and 2 behaviors for teachers
- a need for restorative practice strategies to repair relationships
- a need for an Restorative Practice Counselor
- a need for district resources/PL for new Discipline guidelines
- R-O-A-R GFS and CHAMPS/Mindfulness/RP implementation
- COST/TST Team
- Tier II Intervention Specialist will continue case management and provide direct supports/services to students with social emotional, behavioral and attendance needs (skill building, check in/check out, mentoring, Meaningful Work). An active member of the Tier II Targeted Support Team.

#### **Parent Survey - Respected and welcomed**

- a need for front office staff that acknowledge and respond to parent needs
- a need for an effective HSL
- administration that is available to meet with parents so that they feel heard
- a need for communication in a variety of ways
- a need for all parents to come to student performances and activities
- a need for parent recognition and being known by name
- Coffee Hours for parents
- HSL to work with parents at front office, parent trainings, IEPs, and other meetings

#### **Parent Survey - Safe and secure**

- the need for BCC and structures STOIC'd
- SNRO assigned to Gaston
- CSAs
- Safety Plan
- Guidelines for Success Assembly
- Debriefing after safety drills monthly
- Advisory Lessons

#### **Student Survey - Caring adult**

- a need for an opening day and spring team building to refocus on building relationships with students
- a need for restorative circles between teachers and students for level 1 and 2 behaviors
- students known by name and needs
- a need for teachers to share their stories
- COST/TST Team

- Tier 2 Intervention Specialist
- clarity for discipline matrix for level 3 behaviors

#### **Parent Survey - Respected and welcomed**

- a need for African American families to participate at school/student events
- a need for all parents to come to student performances and activities
- parent participation decreases as students get into higher grades
- a need for parent recognition and being known by name
- a need for strong communication between administration, staff and parents
- Alternate meeting times for ELAC meetings to increase parent participation

#### **Parent Survey - Safe and secure**

- a need for front office staff that acknowledge and respond to parent needs
- a need for an effective HSL
- administration that is available to meet with parents so that they feel heard
- a need for communication in a variety of ways
- a need for all parents to come to student performances and activities
- a need for parent recognition and being known by name

#### **Student Survey - Caring adult**

- a need for an opening day and spring team building to refocus on building relationships with students
- a need for restorative circles between teachers and students for level 1 and 2 behaviors
- students known by name and needs
- a need for teachers to share their stories
- COST Team

#### **Student Survey - Included**

- choice of two electives
- students involved in leadership roles
- students leaders represent Gaston in a variety of venues
- student input in SSC and ASB
- student recognition in quarterly awards

#### **ADA Attendance**

- student enrolled in two electives
- a need to feel connected to a caring adult on campus
- a need to feel included and connected to school
- a need for student to be involved in goal 2 activities
- a need for incentives for attendance
- a structure policy and respond
- COST Team

#### **Chronic Absenteeism (African American)**

- the need for mentors, life coaches, shadows
- a need to feel connected to a caring adult on campus

### **Student Survey - Included**

- choice of two electives
- students involved in leadership roles
- student leaders represent Gaston in a variety of venues
- student input in SSC and ASB

### **ADA Attendance**

- student enrolled in two electives
- a need to feel connected to a caring adult on campus
- a need to feel included and connected to school
- a need for student to be involved in goal 2 activities
- a need for incentives for attendance
- a structure policy and respond
- COST/TST Team

### **Chronic Absenteeism (African American)**

A commitment to use a Goal Setting Tool for both Students and Staff for SEL and Academic based on the calendar. Planned Discussion Caseload for each administrator with students with high suspension rates. Heterogeneous grouping for student support COST/TST will ensure that African American students identified as homeless, foster have services and/teachers have back ground to assist teachers 'knowing' their students. Attendance will be a topic of discussion at 7<sup>th</sup> Grade Orientation, Back to School Night, required parent meetings for sports participation and as part of the sports awards banquets. Students encouraged to take part in the annual Black History Month program. Recruitment of students for Speech and Debate Elective and associated performance events.

### **Chronic Absenteeism (Students with Disabilities)**

A commitment to use a Goal Setting Tool for both Students and Staff for SEL and Academic based on the calendar. Planned Discussion caseload for each administrator with students with high suspension rates. Heterogeneous grouping for student support COST/TST will ensure that Students with disabilities identified as homeless, foster have services and/teachers have back ground to assist teachers 'knowing' their students. Attendance will be a topic of discussion at all IEPs, 7<sup>th</sup> Grade Orientation, Back to School Night, required parent meetings for sports participation and as part of the sports awards banquets. Students encouraged to take part in the annual Black History Month program.

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

A commitment to use a Goal Setting Tool for both Students and Staff for SEL and Academic based on the calendar. Planned Discussion Caseload for each administrator with students with high suspension rates. Heterogeneous grouping for student support COST/TST will ensure that African American students identified as homeless, foster have services and/teachers have back ground to assist teachers 'knowing' their students. Behavior/Suspension will be a topic of discussion at 7<sup>th</sup> Grade Orientation, Back to School Night, required parent meetings for sports participation and as part of the sports awards banquets. Students encouraged to take part in the annual Black History Month program. Recruitment of students for Speech and Debate Elective and associated performance events.

### **Suspension Rate (Students w/Disabilities)**

- a need to feel included and connected to school
- a need for student to be involved in goal 2 activities
- a need for quarterly contracts/awards
- a need to increase parent partnerships
- lack of parent engagement, little to no attendance at school academic events, SSC

### **Chronic Absenteeism (Students with Disabilities)**

- the need for mentors, life coaches, shadows
- a need to feel connected to a caring adult on campus
- a need to feel included and connected to school
- a need for student to be involved in goal 2 activities
- a need for quarterly contracts/awards
- a need to increase parent partnerships

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

- a need for SE learning for both staff and students
- a need for interventions with level 1 and 2 behaviors for teachers
- a need for restorative practice strategies to repair relationships
- Tier 2 Intervention Specialist
- clarity for discipline matrix for level 3 behaviors
- lack of cultural competency skills

### **Suspension Rate (Students w/Disabilities)**

- a need for SE learning for both staff and students
- a need for interventions with level 1 and 2 behaviors for teachers
- a need for restorative practice strategies to repair relationships
- Tier 2 Intervention Specialist
- clarity for discipline matrix for level 3 behaviors

A commitment to use a Goal Setting Tool for both Students and Staff for SEL and Academic based on the calendar. Planned Discussion Caseload for each administrator with students with high suspension rates. Heterogeneous grouping for student support COST/TST will ensure that African American students identified as homeless, foster care services and teachers have background to assist teachers 'knowing' their students. Behavior/Suspension will be a topic of discussion at all IEPs, 7<sup>th</sup> Grade Orientation, Back to School Night, required parent meetings for sports participation and as part of the sports awards banquets. Students encouraged to take part in the annual Black History Month program.

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

For 2018-2019, Gaston continued to use GROWL- an acronym taught to students to **G**ive it your all, **R**edo if necessary, **O**vercome fear of failure, **W**in in your head and **L**earn from **M**istakes and found opportunities to reteach it through advisory. In terms of Title I for 2018-19, Title 1 funds were used to fund our HSL who coordinated workshops with Parent University around teaching parents how to support their students at home and increase opportunities for parent participation in support of academic growth of their students in English and Math. As well, it is the goal of the school with the help of the HSL to significantly increase the amount of parent participation for all student- specifically African American and Long Term EL parents to at minimum quarterly participate in school events.

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

For 2019-2020, we have added the metrics for two subgroups identified in the CADashboard: Chronic Absenteeism for African Americans and Students with Special Needs, Suspension rates for African Americans and Students with Special Needs. To support decreasing chronic absenteeism and suspensions, funds will be used so that HSL will support student and parent contact regarding needs at school regarding attendance, suspension, and parent engagement. Details can be found in goal 4.

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

**1** SSC:

February 20, 2019 SSC Quorum met. Agenda included introduction to CA Data Dashboard. As well, 2019-2020 SPSA Metrics were reviewed and a vote was made to delegate writing to Site Leadership.

March 20, 2019 SSC Quorum Met. CA Data Dashboard 5X5 Grid and Subgroup Growth was presented and called out in the draft SPSA. Counseling called out as a possible need for the Gaston families based on the RED and ORANGE subgroups.

March 20, 2019 SSC Student Representation surveyed incoming 8<sup>th</sup>

**2** ELAC:

ELAC met on February 7 and March 14, 2019 and provided input on site SPSA and district goals:

- Provide professional learning for all teachers
- Provide tutoring after-school for students to support in areas of ELA and Math
- Increase parent participation
- Consider smaller class sizes
- Increase opportunities to expose students to universities and colleges/careers

**3** Staff:

On Buyback Day - March 4

- Add a CTE Elective using the computer lab
- Every student to have at least one CTE class while being enrolled at Gaston.
- Consider integrating the Project Based Learning throughout the year vs. 1 quarter
- Reference content teachers as Multi-Tiered System of Support (MTSS) Teachers on days that the Gaston innovative professional learning schedule is being implemented

grade student body for Goal 2 and Goal 4 input.

- Promote and provide a variety of extra curricular activities, arts and sports to motivate and increase student participation
- Increase student exposure to different careers
- Provide different options of activities for students to choose
- Increase opportunities to recover credits from electives
- Offer workshops to help with work research skills
- Help students navigate the requirements of the university/college application process
- Add opportunities that promote positive student relationships and participation
- Link positive student behavior with success in work and life.
- Develop and expand technical career education
- Expand efforts to ensure that all students remain on target to graduate
- Consider greater approaches to increase student attendance
- Improve school safety for all staff and students
- Increase school counselors

- more in-depth data analysis as a grade level and PLC and to use the data with MTSS partners
- refine a system where students can set goals in order to produce student accountability and ownership in their learning
- continue extended library tutoring
- consider a program that can site wide be followed to empower students to be more organized and improve study skills
- more parental and community support
- continued focus on socio emotional awareness and academic outcomes
- Consider less emphasis on pacing and more emphasis on moving upon mastery
- Continue Saturday Academy
- Professional Learning for SEL for teachers

## Action 1

**Title:** Tier 1- Bengal Culture and Climate

### Action Details:

SEL Tier1- RB Gaston's Master Schedule and Program will foster safe and nurturing learning environments for all 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.

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

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 everyday. We want our teachers and specifically Physical Education to have the tools to engage, motivate, positively interact with challenging students. Both teachers and students will receive social emotional learning in the areas of self-management, social awareness, self-awareness, self-efficacy, growth mindset and self-management in order to be able to GROWL: Give it your all, Redo if necessary, Overcome fear of failure, Win in your head and Learn from your mistakes.

Do/Implement/Collect Evidence All students will participate in Classroom Meetings and/or Second Step lessons on Mondays and Tuesday during advisory. 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, PLC agenda and data analysis tool and attendance rates.

Study/Reflect Analyze Weekly Suspension Reports and EIS Indicators . Review behavior referrals, participation rates in Rockin' Roar quarterly to increase the number of students eligible to participate based on attendance and suspension criteria. Review Atlas report to determine status of suspensions involving interpersonal conflict violations (A or R codes). Review of IPG data for Tenet 1.

Act/What to do Next? Celebrate accomplishments with staff, students and with parents.

Owner(s):

Admin team and Academic Counselors will monitor all assessments/data, grades, and organize Extended Library Tutoring Program.

LEAD Teacher will review data and report to ILT,

PLC Teams will create common assessments, monitor data and communicate to students and parents.

Before and After School Program will support students with reviewing grades, completing missing assignments and assisting with communicating with adults.

Home School Liaison will communicate with parents quarterly to inform of progress.

Librarian will assist with the Extended Library Tutoring Program 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 will be held on Mand T following the ADVISORY schedule created by the LEAD Advisory Teacher.

August- Buyback and Institute Days for Initial STOIC and Guidelines for Success Training for all staff

BCC and MTSS/COST to Progress Monitor Monthly.

Student Body and Teachers per class will Goal Set for SEL, Academic and Attendance with a customized Gaston Tool.

August 29, 2019

October 25, 2019

November 22, 2019

January 28, 2020

February 28, 2020

March 27, 2020

April 24, 2020

May 29, 2020

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1 -

All students will build relationships using -Class Meetings that Matter curriculum delivered in advisory and content rooms -Second Step lessons - Character Strong Curriculum- PE Department to match the number of Content Teachers for balanced numbers- Olweus Lessons -the Black Minds Matter project will continue to support student directed and created class meetings to support advisory lessons and in content classrooms. With student voice, the adults can strategically support a safe and positive school environment for learning through the class meeting time period. Partner with the community to provide mentor opportunities such Donuts with Dads and Muffins with Moms.-Materials and Supplies -Referrals from Graphics.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

100% of Gaston students are classified as low socioeconomic. Therefore, Tier 1 will be supported by the Climate and Culture Team. The Strategies will be to review data and use the cycle of continuous improvement to determine what needs to be STOIC'd over and/or goals reset.

Another Strategy for Tier 1 will be the use of information collected from the MTSS/COST TST Team. When multiple infractions happen in common areas, multiple tardy/negative impact on attendance show a trend, the information will be given to the admin and BCC for a new strategy or school wide reward.

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

All site teaming structures will include a TSI Agenda item that keeps them informed of the growth towards targets of SPSA Actions within Goals 1-4. Site Multi-disciplinary team will involve parents to assist in reducing the negative student behavior. Team meetings of parents, students and staff will create contracts and review compacts. Parent University and other agencies will provide 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.

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

Whole staff will be provided PL through 36 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, self-efficacy, self-awareness, growth mindset and self management. Digital citizenship lessons are designed to positively impact all student's social awareness and self-management constructs. ILT book study on engagement. Continued staff training in Restorative Practice. Bengal Culture and Climate team to support teachers in professional learning. 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). 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. When needed for Climate and Culture the Crossfunctional Pivot Team will be called in for support.

**Action 2**

**Title:** Tier 2/3- Bengal Culture and Climate/COST/TST

**Action Details:**

SEL Tier 2/3- RBGaston'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.

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



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

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. Assigned Shadows to identified students and document support and outcomes for each student. Create plans to support students through SESS and Psychologist.

Study/Reflect COST will review referrals and students who move from Tier 2 to 3. This action will give another opportunity to review suspension matrix 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, teacher feedback quarterly and intervention training to respond to level 1 and 2 classroom behaviors with the assistance of the Bengal Culture and Climate Team.

Owner(s):

Admin team and Academic Counselors will monitor all assessments/data, grades, and organize Extended Library Tutoring Program.

LEAD Teacher will review data and report to ILT

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

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 Extended Library Program 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 and Street Saints,

Shadows will support students through monitoring, modeling, redirecting, and celebrating.

African-American Advisor will work with 20 selected students to provide on-going supports through mentoring, monitoring academic progress, parent communication, daily check-ins, social emotional guidance and celebrations.

Timeline:

Tuesday COST Meetings with admin, LSESW, School Psychologist and Academic Counselors

Monthly Culture and Climate meetings led by Vice Principal and BCC team

Quarterly referral review

The African-American Advisory lead will debrief with supporting admin weekly.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 2 includes our Shadows, Fresno Street Saints, Transition, Mentoring, Counseling and TST. Instruction may include information from Guest Speakers for Professional Learning, Workshops on Kinesthetic Classroom, Extrinsic Rewards and Food Treats, Field Trips and Materials and Supplies to support day trips, communication with parents (including but no limited to graphics, visuals in the building, flags/banners in the gym).

Tier 3 Personnel uses all school supplies and materials from the student body. The School will support as well with incentives for individual and specialized behaviors contracts.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Interventions for subgroups for Tier 2 and Tier 3

AA/Students with Special Needs specifically however all students who have a need at this tier will be intervened with the use of Fresno Street Saints and Gaston Shadows, TST, Psych and Social Worker then regrouped on a quarterly bases.

Students who are in need of more intensive intervention will continue however strategies are on an as needed bases.

Pivot team resources will be called upon for Tier 2 and Tier 3 attendance, SE and behavior.

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

All teaming structures will include a TSI Agenda item that keeps them informed of the growth towards targets of SPSA Actions within Goals 1-4. Site Multi-disciplinary team will involve parents to assist in reducing the negative student behavior. Team meetings of parents, students and staff will create contracts and review compacts. Parent University and other agencies will provide 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.

As a result of a COST/MTSS/TST referral and review, parents will be invited to a SST.

Coffee Hour at Feeder Schools.

Describe Professional Learning related to this action:

Whole staff will be provided PL through 36 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, self-efficacy, self-awareness, growth mindset and self management. Digital citizenship lessons are designed to positively impact all student's social awareness and self-management constructs. ILT book study on engagement. Continued staff training in Restorative Practice. Bengal Culture and Climate team to support teachers in professional learning. 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). Training for new teachers on referral form for clear understanding of Levels of Ms behaviors, interventions for level 1 and 2 behaviors and overview of the Encyclopedia of Ms behaviors resource in August and check back quarterly. When support is needed the Crossfunctional Pivot Team will be called upon for support.

## 2019-2020 SPSA Budget Goal Subtotal

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

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.7000	Additional FTE for Certificated Staffing to Support Tier 1	77,456.00
G4A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support instruction, Paper, Student Incentives, Rockin ROAR Events	13,651.00
G4A1	Sup & Conc	Instruction	Direct-Graph			Graphics	7,000.00
G4A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.3000	Additional FTE for Certificated Staffing to Support Tier 1	33,194.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Transition Teacher Prep Buyout (Robin Snowden)	11,659.00
G4A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	1,000.00
G4A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Classified Supplemental Contracts (Shadows)	10,000.00

**\$153,960.00**

## 2019-2020 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology and Tech Equipment - Computers, HDMI Cables, Projectors, Bulbs, Etc.	6,854.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buyout - Forensics (Callie LaFlam)	11,659.00
G1A1	Sup & Conc	Instruction	Copier Maint			Ricoh Copier Maintenance	9,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLI Initiative with Education Elements	14,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			: Ricoh Copier Lease	6,000.00
G1A1	Sup & Conc	Separate Classes: Special Educati	Teacher-Regu	Teacher, Middle School	0.1250	Functional Skills Prep Buyout (Felicia Burrell)	11,659.00
G1A2	Sup & Conc	Instruction	Direct-Maint			General & Tech Maintenance	10,000.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	HSL will be the first support of parent contact: coffee hour and parent participation. All actions in Goal 1 and Goal 4.	50,147.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra Time to support parent meetings/involvement	4,853.00
G1A3	Sup & Conc	Instruction	Direct-Food			Food Service Catering	2,000.00
G1A3	LCFF: EL	Instruction	Bks & Ref			iReady	25,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies to support EL Learners	2,094.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,000.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Materials/Supplies to support parent mtg./involvement	5,000.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Athletic Director Prep Buyout (Keith Travis)	11,659.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Substitutes to Support Teacher Planning, Conferences, etc.	7,646.00
G2A1	Sup & Conc	Instruction	Travel			PD Conferences - CADA, CAHPERDS, Etc.	10,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation	12,000.00
G2A1	LCFF: EL	Other Pupil Services	Oth Cls-Supp			ELL Classified Support Supplemental Contract	6,245.00
G4A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.7000	Additional FTE for Certificated Staffing to Support Tier 1	77,456.00
G4A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support instruction, Paper, Student Incentives, Rockin ROAR Events	13,651.00
G4A1	Sup & Conc	Instruction	Direct-Graph			Graphics	7,000.00
G4A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.3000	Additional FTE for Certificated Staffing to Support Tier 1	33,194.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Transition Teacher Prep Buyout (Robin Snowden)	11,659.00
G4A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	1,000.00
G4A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Classified Supplemental Contracts (Shadows)	10,000.00

\$361,776.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$61,854.00
Sup & Conc	7090	\$226,389.00
LCFF: EL	7091	\$73,533.00
<b>Grand Total</b>		<b>\$361,776.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$160,266.00
G2 - All students will engage in arts, activities, and athletics	\$47,550.00
G4 - All students will stay in school on target to graduate	\$153,960.00
<b>Grand Total</b>	<b>\$361,776.00</b>