


Gaston Sr. Middle

10621660129338

Principal's Name: Courtney Curtis

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Courtney Curtis	X				
2. Chairperson - Felicia Burrell		X			
3. Gayane Sargsyan		X			
4. Sandra Gutierrez			X		
5. Raul Leal		X			
6. Precious Thao					X
7. Ariel Lor					X
8. Gloria Tapia				X	
9. Samantha Deleon					X
10. Angelica Leon				X	
11. Kevin Solis		X			
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Gaston Sr. Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Courtney Curtis		5/11/2021
SSC Chairperson	Felicia Burrell		5/11/21

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 2021/22

Gaston - 0575

ON-SITE ALLOCATION

3010	Title I	\$75,456 *
7090	LCFF Supplemental & Concentration	\$223,590
7091	LCFF for English Learners	\$91,821
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$15,420</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$406,287

* 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	\$2,358
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$73,098</u>
	Total Title I Allocation	\$75,456

Gaston Middle 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
One D or F on Any Report Card (Grades 02-12)		81.26 %	2020-2021	75 %
I-Ready ELAD2 On Level		19.75 %	2020-2021	26.75 %
I-Ready Math D2 On Level		12.38 %	2020-2021	19.38 %
I-Ready ELAD2 On Level (Students With Disabilities)		1.05 %	2020-2021	8.05 %
I-Ready Math D2 On Level (Students With Disabilities)		2.02 %	2020-2021	9.02 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELAD2 On Level

Overall Implementation at Gaston for ELA:

- Over the course of the 2020 - 2021 we did implement the following with relative fidelity:
 - Continued push to have students make use of iReady Online Instruction each week to support students increase their grade level skills.
 - Continued to look for Academic Discourse as a key "look for" during classroom walks.
 - Did intentional checking for understanding through the use of resources like Nearpod, Padley, Microsoft Teams chat, etc.
 - Continued focus on the use of common formative assessments with each PLC.
 - Continued use of Clarity Questions.
- Where we struggled this year with implementation of actions in this area were with:
 - Easily measuring IPG focus with removal of rankings from IPG tool.
 - Time to complete professional learning around IABs and FIABs.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

I-Ready ELA D2 On Level

- Lack of structured planning with PLCs (down to once a week during semester 2)
- For all teachers it was year one of doing distance learning with lots of new learning and trying of new instructional strategies (lots of trial and error).
- It was much harder to engage students in meaningful academic discourse around complex texts and tasks in an all virtual setting.

I-Ready ELA D2 On Level (Students With Disabilities)

- During distance learning:
 - Lack on in-person supports from paraprofessionals, teachers, and co-teachers.
 - Learning through a computer made it harder to adequately address the needs of students.
 - It was harder for case managers to observe in class behavior and work with students doing learning from their home. Students often had their cameras off which made adequately assessing students with the purpose of acceleration and intervention much harder.

- Ability to create lessons that had "push-in" supports for reteaching and acceleration with this structure being eliminated with Distance Learning schedule.
- History was not able to easily support ELA as they had done in year's past due to lack of push-in model and lack of ability to meet regularly.

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 - Continued focus on the use of common formative assessments with each PLC.
 - Continued use of Clarity Questions.
- Where we struggled this year with implementation of actions in this area were with:
 - Being in an all Distance Learning format made it harder to supports to students as called out in their IEPs.
 - Easily measuring IPG focus with removal of rankings from IPG tool.
 - Time to complete professional learning around IABs and FIABs.
 - Ability to create lessons that had "push-in" supports for reteaching and acceleration with this structure being eliminated with Distance Learning schedule.
 - History was not able to easily support ELA as they had done in year's past due to lack of push-in model and lack of ability to meet regularly.

I-Ready Math D2 On Level

Overall Implementation at Gaston for Math:

- Over the course of the 2020 - 2021 we did implement the following with relative fidelity:
 - Continued push to have students make use of iReady Online Instruction each week to support students increase their grade level skills.
 - Continued to look for Academic Discourse as a key "look for" during classroom walks.
 - Did intentional checking for understanding through the use of resources like Nearpod, Padley, Microsoft Teams chat, etc.
 - Continued focus on the use of common formative assessments with each PLC. With Math 8 going through a regular cycle of analyzing data to inform instruction and Math 7 building to the structure.
 - Continued use of Clarity Questions.
- Where we struggled this year with implementation of actions in this area were with:
 - We did not do quarterly student goal setting by tracking results of common formative assessments due to, trying to figure out what CFAs should look like in an all virtual setting.
 - Easily measuring IPG focus with removal of rankings from IPG tool.
 - Time to complete professional learning around IABs and FIABs.
 - Ability to create lessons that had "push-in" supports for reteaching and acceleration with this structure being eliminated with Distance Learning schedule.
 - Science was not able to easily support Math as they had done in year's past due to lack of push-in model and lack of ability to meet regularly.

I-Ready Math D2 On Level

- Lack of structured planning with PLCs (down to once a week during semester 2)
- For all teachers it was year one of doing distance learning with lots of new learning and trying of new instructional strategies (lots of trial and error).
- It was much harder to engage students in meaningful academic discourse through problem solving through an all virtual format.

I-Ready Math D2 On Level (Students With Disabilities)

- During distance learning:
 - Lack on in-person supports from paraprofessionals, teachers, and co-teachers.
 - Learning through a computer made it harder to adequately address the needs of students.
 - It was harder for case managers to observe in class behavior and work with students doing learning from their home. Students often had their cameras off which made adequately assessing students with the purpose of acceleration and intervention much harder.

One D or F on Any Report Card (Grades 02-12)

- Format of Gaston schedule with students have a longer day (until after 3:30) made it hard to provide after school tutorial options with students having been on the computer all day.
- This was year 1 for many students in doing learning in an all virtual format, with many students (primarily 7th grade) not being use to making use of technology to turn in assignments in an all online format.
- For all teachers it was year one of doing distance learning with lots of new learning and trying of new instructional strategies (lots of trial and error).
- It was much harder to hold student accountable to the work from afar with the classroom being in the individual homes of all students.
- Not all students had the same level of supports at home due to varying family situations.

I-Ready Math D2 On Level (Students With Disabilities)

Overall Implementation at Gaston for Math:

- Over the course of the 2020 - 2021 we did implement the following with relative fidelity:
 - Continued push to have students make use of iReady Online Instruction each week to support students increase their grade level skills.
 - Continued to look for Academic Discourse as a key "look for" during classroom walks.
 - Did intentional checking for understanding through the use of resources like Nearpod, Padley, Microsoft Teams chat, etc.
 - Continued focus on the use of common formative assessments with each PLC. With Math 8 going through a regular cycle of analyzing data to inform instruction and Math 7 building to the structure.
 - Continued use of Clarity Questions.
- Where we struggled this year with implementation of actions in this area were with:
 - Being in an all Distance Learning format made it harder to supports to students as called out in their IEPs.
 - We did not do quarterly student goal setting by tracking results of common formative assessments due to, trying to figure out what CFAs should look like in an all virtual setting.
 - Easily measuring IPG focus with removal of rankings from IPG tool.
 - Time to complete professional learning around IABs and FIABs.
 - Ability to create lessons that had "push-in" supports for reteaching and acceleration with this structure being eliminated with Distance Learning schedule.
 - Science was not able to easily support Math as they had done in year's past due to lack of push-in model and lack of ability to meet regularly.

One D or F on Any Report Card (Grades 02-12)

Overall Implementation at Gaston for grades:

- This was not an action called out in last years SPSA but the following actions were implemented:
 - Use of Teacher Support Time built into the school day during semester 1. During semester 2 this time was after the school day with funding that came from SPSA funding. Results of both of these structures were mixed with low attendance in each and only about half of students that attended had improved academic outcomes.
 - After school program was not on site as in year's past which made it harder for staff to build relationships with students in order for them to get to providing academic supports.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The one major difference between the intended and actual implementation of actions and budget is that almost all intended actions had to be done in an all virtual format which made implementation more difficult for many of the actions. More funds were spent of technology and licenses that planned to be used in daily Tier 1 instruction.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

The major change in the 2021 - 2022 SPSA is that more funds will continue to be dedicated to virtual learning platforms that can be used even upon the return of in-person instruction and continued professional learning for teachers around instructional strategies using technology to engage students both in and out of the classroom setting.

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:

Meeting on 2.3.21:

- There is a need to focus on grades (GPA).
- Working to create uniformity of grading scales / systems across the site
- There is a need for SPED accommodations such as print, video, etc. to support in academics.
- Continue to make use of iReady as a support during both the school days and in After School Program.
- Homeless students need additional supports due to attendance and grade data. Find way to get them more onsite time and direct supports.

Meeting on 12.16.20:

- Continue to fund technology licenses. Specific call out for Nearpod Library as a resource for teachers.

Meeting on 10.28.20:

- Continue to provide supports for students that have D's and F's as there was a large increase this year
- Find a way to standardize schoolwide incentives

2 ELAC:

Meeting on 2.24.21:

- Parent suggested that it would be good to provide more time during teacher support time for students of EL. She also suggested to create an intervention group for EL students.
- Parent also mentioned for the school to use strategies to motivate the students to attend school and do their best.
- Parent suggested additional technology and programs/software to support ELs with language acquisition.
- VP suggested additional professional learning to train teachers and school staff on ELD standards, ELPAC and EL strategies to support ELs in classrooms.

Meeting on 1.27.21:

- Focus on ELD class currently at Gaston and long term ELs. It was also mentioned that it is important to analyze student information on English learners and focus on speaking and listening skills along with reading and writing to support ELs.
- Increase parent participation in ELAC meetings to give input on SPSA Parent mentioned how difficult it is for students to take online classes and that parents should talk to their children about the importance of attending school.
- Parent mentioned that a lot of support and communication is needed from parents and school, and that parents need to encourage their students to log into class and do their homework every day to increase grades.
- Parent emphasized how difficult it is for parents to ask student to log into their classes because most parents work, and they are not at home to make sure they log into their classes. Teachers to provide student incentives.

3 Staff:

Quarterly Feedback Surveys (End of each quarter). Monthly ILT meetings where data was reviewed. February 2021 - Microsoft Forms survey gathering feedback from staff for SPSA

- Staff requested more student computers for classroom use with supply of 25 carts being depleted due to transition to distance learning.
- Continue to fund technology site licenses like Nearpod, Padlet, Gizmos, etc. in order to engage students in learning and to be able to easily check for understanding.
- Continued need for a release day, once per quarter.

Action 1

Title: ELA- Increase Proficiency

Action Details:

English Language Arts-Gaston will increase percentage of all Gaston Students that meet proficiency on ELAStandards using a school wide focus on quarterly student goal setting by tracking results of common formative assessments, IABS, FIABS, iReady Diagnostics, ipg trends and SBAC data.

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

- PD around IPG; focus and goal setting each semester around elements of Tenet 2b and 3.
- PD using D. Fisher's Research on Relationships, Clarity, Structured Academic Discourse and Complexity to deliver Tier 1 instruction.
- PD using D. Fisher Research on collaborative tasks and small group targeted instruction to deliver Tier 1 and Tier 2 instruction
- PD using 21 CLD Century Learning Design (PLi) for collaboration, skilled communication, knowledge construction, self-regulation, real-world problem-solving and innovation and use of ICT for **learning**
- PD around co-teaching models
- Intentional Checking for Understanding for all students with teacher feedback
- Use of Technology for fluidity and differentiation to support testing environment with support from Personalized Learning Initiative
- Use of Technology acquired through distance learning to support ownership and student discourse aligned with iPG tenets
- Explicit Instructions on Clear Steps to attack directions and Unpack the problem/question or prompt
- Planned and created assessment calendar for CFA's including the use of IAB/FIABS
- 40 minutes weekly per student on iReady Online Instruction

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 create CFAs cycles incorporating the use of IAB/FIABs. This will be driven by PLC planning of instruction, calendared common formative assessments and weekly data collection and analysis through the regular use of the PLC Agenda, Data Analysis documentation and weekly updates around evidence of student learning in Teams and Atlas. This focus will be around sharing instructional strategies that produced the highest results and explicitly planning instructional activities to include best practices as described in iPG Tenets 2b and 3. PLI leads will **continue** learning on how to incorporate technology to differentiate, provide acceleration opportunities and **create** a blended instructional approach using criteria for blended models to strengthen effectiveness. PLC will apply **21st Century Learning Design (21CLD)** to plan clear and practical ways to develop **21st skills** using digital technologies with their students to acquire skills in collaboration, skilled communication, knowledge construction, self-regulation, real-world problem-solving and innovation and use of ICT for **learning**. ELA will assign 40 minutes in per week for iReady Online Instruction in reading.

Summer-review assessment data, analyze for trends **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 be provided reteaching through differentiation and a variety of groupings (RTI Tier 2) PLCs will **create** and select two follow up CFUs to analyze student understanding following the reteach lessons. Students will **update** agendas to establish goals for the year and for the middle and end of each quarter.

Do/Implement/Collect Evidence

PLCs will Plan/Teach lessons with criteria for success – Collect Student Work to take through CFA cycle, Weekly collect, analyze and document Evidence of Student Learning for agreed upon CFUs. Supervising administrator will collect evidence of AC work, use the PLC Regional Rubric at the beginning of the year, end of semester 1 and end of semester 2, 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, 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 and the weekly SWAY data document. 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. By the end of **March**, staff will administer the last i-Ready Diagnostic 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 learning targets. All students will use iREADY as the diagnostic exam and progress monitor. **Students will be supported by being provided with reteaching through differentiation and a variety of groupings (RTI Tier 2) during a Blended Learning Lesson.** PLCs will **create** a CFA and proceed through the CFA cycle for each unit 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 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.

Common Formative assessments will be created (using IABs, FIABs//white board/software/Near Pod) to increase better use of essential standard skills with common academic language across content areas and highlighted

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 and analyze data and communicate students and parents. After School Program will support students with reviewing data, completing missing assignments and assisting with communication to parents.

Supervising Admin will send weekly email with iReady Online Instruction usage.

Timeline:

Summer- August 11-13 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. IABs/FIABs will be employed throughout the year as part of warm up and assessments aligned to Spring Board instruction to provide students with experience with the rigor and style of SBAC.

IAB/FIAB data will be tracked using a schoolwide tool with literacy and math as larger focus so that all PLCs can use this data to inform their instruction. IAB One-Pager to be updated monthly and reviewed by ILT first then PLCs.

*October - Staff will set growth goals for iReady Diagnostic #3.

*November- Students will set Goals for iReady diagnostic #2.

*February- Students review results from iReady diagnostic #2 and set goals for iReady Diagnostic #3, and quarter 3. Staff will analyze diagnostic #2 results to measure growth toward goals for iReady Diagnostic #3

March - Students review results from iReady diagnostic #2 and set goals for iReady #3, ELPAC, and SBAC.

Quarter 4 - April Assess SBAC and mid June, celebrate.

throughout the school, so all students are able to recognize crossover learning throughout the school and 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 class 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 and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

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 targeted 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 access and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages,

Action 2

Title: Math - Increase Proficiency

[Action Details:](#)

Math-Gaston will increase percentage of all 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, IABS, FIABS, iReadyDiagnostics, ipg trends and SBAC data.

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

- PD around IPG; focus and goal setting each semester around elements of Tenet 2b and 3.
- PD using D. Fisher's Research on Relationships, Clarity, Structured Academic Discourse and Complexity to deliver Tier 1 instruction.
- PD using D. Fisher Research on collaborative tasks and small group targeted instruction to deliver Tier 1 and Tier 2 instruction
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- PD around co-teaching models
- Intentional Checking for Understanding for all students with teacher feedback
- Use of Technology for fluidity and differentiation to support testing environment with support from Personalized Learning Initiative
- Use of Technology acquired through distance learning to support ownership and student discourse aligned with iPG tenets
- Explicit Instructions on Clear Steps to attack directions and Unpack the problem/question or prompt
- Planned and created assessment calendar for CFA's including the use of IAB/FIABS
- 40 minutes weekly per student on iReady Online Instruction

Reasoning for using this action:	<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

G

Gaston PLCs will create CFAs cycles incorporating the use of IAB/FIABs. This will be driven by PLC planning of instruction, calendared common formative assessments and weekly data collection and analysis through the regular use of the PLC Agenda, Data Analysis documentation and weekly updates around evidence of student learning in Teams and Atlas. This focus will be around sharing instructional strategies that produced the highest results and explicitly planning instructional activities to include best practices as described in iPG Tenets 2b and 3. PLI leads will **continue** learning on how to incorporate technology to differentiate, provide acceleration opportunities and **create** a blended instructional approach using criteria for blended models to strengthen effectiveness. PLC will apply **21st Century Learning Design (21CLD)** to plan clear and practical ways to develop **21st skills** using digital technologies with their students to acquire skills in collaboration, skilled communication, knowledge construction, self-regulation, real-world problem-solving and innovation and use of ICT for **learning**. ELA will assign 40 minutes in per week for iReady Online Instruction in reading.

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Act/What to do Next

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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 learning targets. All students will use iREADY as the diagnostic exam and progress monitor. Students will be supported by being provided with reteaching through differentiation and a variety of groupings (RTI Tier 2) during a Blended Learning Lesson. PLCs will **create** a CFA and proceed through the CFA cycle for each unit 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 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.

Common Formative assessments will be created (using IABs, FIABs//white board/software/Near Pod) to increase better use of essential standard skills with common academic language across content areas and highlighted

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 and analyze data and communicate students and parents. After School Program will support students with reviewing data, completing missing assignments and assisting with communication to parents.

Supervising Admin will send weekly email with iReady Online Instruction usage.

Timeline:

Summer- August 11-13 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. IABs/FIABs will be employed throughout the year as part of warm up and assessments aligned to Spring Board instruction to provide students with experience with the rigor and style of SBAC.

IAB/FIAB data will be tracked using a schoolwide tool with literacy and math as larger focus so that all PLCs can use this data to inform their instruction. IAB One-Pager to be updated monthly and reviewed by ILT first then PLCs.

*October - Staff will set growth goals for iReady Diagnostic #3.

*November- Students will set Goals for iReady diagnostic #2.

*February- Students review results from iReady diagnostic #2 and set goals for iReady Diagnostic #3, and quarter 3. Staff will analyze diagnostic #2 results to measure growth toward goals for iReady Diagnostic #3

March - Students review results from iReady diagnostic #2 and set goals for iReady #3, ELPAC, and SBAC.

Quarter 4 - April Assess SBAC and mid June, celebrate.

throughout the school, so all students are able to recognize crossover learning throughout the school and 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 class 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 and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

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.

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.

Reasoning for using this action: <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 2020-2021 School Year:

All Staff at Gaston Middle School will access the ELL Redesignation report to identify EL students in each of their periods by name and level. Advisory will initiate goal setting for assessments. All teachers will 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.

Owner(s):

All members of the PLC teams with the Admin team and HSL will monitor and communicate ELL 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 ELL data. PLC Teams 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, assisting with communication to parents and providing students opportunities with i-Ready individualized learning.

All teachers will access ELL Redesignation Report to identify names and ELL 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 11-13 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. IABs/FIABs will be employed throughout the year as part of warm up and assessments aligned to Spring Board instruction to provide students with experience with the rigor and style of SBAC.

IAB/FIAB data will be tracked using a schoolwide tool with literacy and math as larger focus so that all PLCs can use this data to inform their instruction. IAB One-Pager to be updated monthly and reviewed by ILT first then PLCs.

*October - Staff will set growth goals for iReady Diagnostic #3.

*November- Students will set Goals for iReady diagnostic #2.

*February- Students review results from iReady diagnostic #2 and set goals for iReady Diagnostic #3, and quarter 3. Staff will analyze diagnostic #2 results to measure growth toward goals for iReady Diagnostic #3

March - Students review results from iReady diagnostic #2 and set goals for iReady #3, ELPAC, and SBAC.

Quarter 4 - April Assess SBAC and mid June, celebrate. Celebrate students who are redesignated at award ceremonies.

Ongoing - Conduct PL for staff regarding ELL supports.

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 strategies specifically for EL learners. 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 with ELPAC frontloading support.

All EL students who have been flat with scores will connect with an academic counselor on campus and bi-annually 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 classroom and in the after-school program. Materials and Supplies -Transportation to home from Extended Library Tutoring - ELPAC [Assessment](#) from Assessors. All students in ELD program will be provided additional .125 FTE for ELD support in place of one of their elective courses.

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 ELL homeless, ELL foster and low EL SES as well as EL SPED have services and teachers have back ground to assist teachers 'knowing' their students. All communication home will be sent in students' primary language where and when possible.

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 tract 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 After School program, in the Extended Library Tutoring and at home. Tutor.com is available to all students during all non-school hours and, in some cases, can be conducted in the student's native language.

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

Reasoning for using this action: <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. Teachers will receive continued PL on Cultural Proficiency and 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 unit 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 Documentation and weekly updates around evidence of student learning in Teams. This focus will be around sharing instructional strategies that produced the highest results. PLi leads will receive training through PLi Leaders on how to incorporate technology to create a blended instructional approach using criteria for blended models to strengthen effectiveness and differentiate instruction. PLCs will apply **21st Century Learning Design (21CLD) to plan clear and practical ways to develop 21st skills using digital technologies with their students to acquire skills in collaboration, skilled communication, knowledge construction, self-regulation, real-world problem-solving and innovation and use of ICT for learning.** ELA and Math will assign 40 minutes in per week for iReady Online Instruction in reading.

Street Saints will continue to support students by doing the following with African American students: goal setting, grade checks, social emotional check ins, and home visits to build relationships with families.

Summer- review assessment data, analyze for trends **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 be provided reteaching through differentiation and a variety of groupings (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. Students will **update** agendas to establish goals for the year and for the middle and end of each quarter.

Do/Implement/Collect Evidence

PLCs will Plan/Teach lessons with criteria for success – Collect Student Work to take through CFA cycle, Weekly collect, analyze and document Evidence of Student Learning for agreed upon CFUs. Supervising administrator will collect evidence of AC work, use the PLC Regional Rubric at the beginning of the year, end of semester 1 and end of semester 2, 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, 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 and the weekly SWAY data document. 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. By the end of March, staff will administer the last i-Ready Diagnostic 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 African American students will receive instruction using the GVC and identified learning targets. All students will use iREADY as the diagnostic exam and progress monitor. **Students will be supported by being provided with**

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 and analyze data and communicate students and parents. **After School Program** will support students with reviewing data, completing missing assignments and assisting with communication to parents.

Supervising Admin will send weekly email with iReady Online Instruction usage.

African-American Student Leadership Champion will work with 4 selected students to provide on-going supports through mentoring, monitoring academic progress, parent communication, weekly check-ins, social emotional guidance and celebrations.

Timeline:

Summer- August 11-13 to review data

Four students will be selected from applications for the 4 spaces in our African American Student Leadership Academy.

*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. **IABs/FIABs** will be employed throughout the year as part of warm up and assessments aligned to Spring Board instruction to provide students with experience with the rigor and style of SBAC.

*October - Staff will set growth goals for iReady Diagnostic #3.

*November- Students will set Goals for iReady diagnostic #2.

*February- Students review results from iReady diagnostic #2 and set goals for iReady Diagnostic #3, and quarter 3. Staff will analyze diagnostic #2 results to measure growth toward goals for iReady Diagnostic #3

March - Students review results from iReady diagnostic #2 and set goals for iReady #3, ELPAC, and SBAC.

Quarter 4 - April Assess SBAC and mid June, celebrate.

African American Student Leadership Academy champion will meet with students once per week.

reteaching through differentiation and a variety of groupings (RTI Tier 2) during a Blended Learning Lesson. PLCs will create a CFA and proceed through the CFA cycle for each unit 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 Push In (MTSS) teacher using technology resources, tutoring and student study team focusing on foundational math and reading/literacy skills including enrollment in the After School Program and the Extended Library Tutoring Program.

Common Formative assessments will be created (using IABs/FIABs/illuminate/white board/software/Near Pod, PLI tablets) to measure the effectiveness of instructional practices and increase knowledge of 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 licenses 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.

Street Saints will continue to support students by doing the following with African American students: goal setting, grade checks, social emotional check ins, and home visits to build relationships with families.

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.

Reasoning for using this action:	<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
- IAB/FIAB 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 504 meeting. . Students with Disabilities come with IEPs and upon entry the IEP at a Glance will be given 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, Paraprofessional Support, Assigned Shadows to identified students and in such cases Appropriate Learning Placement Services. All programs are supported by Psychologist and Social Worker, Tier 2 Specialist, Transition Teacher, Case Managers and Academic Counselors.

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 and analyze data and communicate students and parents. After School Program will support students with reviewing data, completing missing assignments and assisting with communication to parents.

Supervising Admin will send weekly email with iReady Online Instruction usage.

Timeline:

Summer- August 11-13 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. IABs/FIABs will be employed throughout the year as part of warm up and assessments aligned to Spring Board instruction to provide students with experience with the rigor and style of SBAC.

*October - Staff will set growth goals for iReady Diagnostic #3.

*November- Students will set Goals for iReady diagnostic #2.

*February- Students review results from iReady diagnostic #2 and set goals for iReady Diagnostic #3, and quarter 3. Staff will analyze diagnostic #2 results to measure growth toward goals for iReady Diagnostic #3

March - Students review results from iReady diagnostic #2 and set goals for iReady #3, ELPAC, and SBAC.

Quarter 4 - April Assess SBAC and mid 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 use iREADY as the diagnostic exam and progress monitor. Students will be supported by special education teacher in Co-Teaching classes in each reading and math class in a variety of group configurations using differentiation. 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 students with disabilities who are two or more grade levels behind will be supported by two teachers in co-teaching classes. All students with disabilities who are two or more grade levels behind will be supported by a para professional along with their SPED teacher in SDC classes and through the use of technology resources, tutoring, student study team focusing on foundational/literacy skills including the After School Program and Extended Library Tutoring Program. All students in the ALPS program will be provided additional .125 FTE for functional skill support (ALPS).

Students will be taught to explain their goals for each quarter using a script from their agendas. Common Formative assessments will be created (using IABs/FIABs, illuminate/white board/software/Near Pod) to increase better use of essential 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 regular instruction 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 from Edison High School as part of the peer mentoring program. Academic counselors will meet with each ELL student to ensure each child knows their ELPAC score and receive assistance to be able to speak to their goal. MTSS/TST will ensure that students identified as ELL homeless, ELL foster and low ELL SES as well as ELL SPED have services and teachers have background to assist teachers 'knowing' their students.

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.

Blended Learning Models

2021-2022 SPSA Budget Goal Subtotal

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

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers to tutor students after school. No IEPs.	8,979.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology and tech equipment	8,652.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Substitutes to support teacher planning, conferences, etc.	9,368.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Professional Learning Books and Site Licenses (Nearpod Library, Padlet, Gizmos, etc.)	10,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Richoh Copier Maintenance	10,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Laptops / Technology to support instruction	28,925.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Additional Technology to support opening of school	10,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			General & Tech Maintenance	6,000.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra time to support parent meetings / involvement	4,837.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Prep Buyout for ELD (Leal)	17,056.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Teacher release time to observe best practices, receive training, plan & ELPAC Assessors	7,844.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials to supplies to support EL Learners	4,000.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			To Be Determined : Professional Learning to Support Cultural Proficiency work	3,000.00
G1A5	Sup & Conc	Separate Classes: Special Educati	Teacher-Regu	Teacher, Middle School	0.2000	Prep Buyout for Functional Skills (Burrell)	17,056.00

\$145,717.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	75 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Even with school being in an all distance learning format we were still able to carry out Action 1 from the 2020 - 2021 SPSA that calls on all student to be engaged in 2 elective courses. These courses provide learned that relate directly to many real world tasks and professions that student could hold after their K-12 experience. All students had access to A-G Spanish Courses (1, 2 and Nativos), Library Studies, Art, Band, Orchestra, Women's and Men's Alliance, Chorus/Choir, Folklorico, Art, African American Studies, Latino Studies, Hmong, Speech and Debate, Information Tech, Engineering and Design, Arts and Media.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Student-centered real world learning experience - Site Defined

It was difficult to involve students in other student centered and real-world experiences like that were called out in the Actions of the 2020 - 2021 SPSA around trips to colleges, visitation to Career/Technical Ed events, etc. due to school being in an all virtual format.

It was also difficult to get students involved in clubs due to students and staff having a harder time building deep meaningful relationships outside of class which is when clubs that are students centered and involve real-world learning often occur. The nature of the schedule for 2020 - 2021 also made this difficult due to an overload of screen time for both staff and students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The main difference for this year was that when events did occur related to this goal and action, that they were done in an all virtual format. Funds that would have been spent on transportation were moved to other lines like "materials and supplies" to support this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

No major changes will be made for the upcoming 2021 - 2022 in hopes that trips and real-world experiences will resume as student return to the physical setting.

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:

From various SSC Meetings:

- There is a need to continue to fund technology purchases which help ensure students have access to real-world experiences through technology.

2 ELAC:

Meeting on 2.24.21:

- Parent suggested that it would be good to provide more time during teacher support time for EL students. She also suggested to create an intervention group for EL students.
- Parent also mentioned for the school to use strategies to motivate the students to attend school and do their best.
- Parent suggested additional technology and programs/software to support EIs with language acquisition.

3 Staff:

Quarterly Feedback Surveys (End of each quarter). Monthly ILT meetings where data was reviewed. February 2021 - Microsoft Forms survey gathering feedback from staff for SPSA

- Continue to support providing students with 2 electives at Gaston as they attend Edison with Computech students who receive 3 electives.
- Continue to provide planning time / day for Elective teachers to calibrate with one another and teachers across sites. (i.e. Spanish teachers planning with other middle schools for horizontal planning and with high school Spanish teachers for vertical articulation.
- Continue to provide students with real-world experiences around colleges and careers to expose them to a wide variety of future options.

Action 1

Title: Increase Elective Options / Club & Sport opportunities

[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, Goal 2 activities and sports. Elective classes will be offered Monday- Friday and include: A-G Spanish Courses (1, 2 and Nativos), LibraryStudies, Art, Band,Orchestra, Women's and Men's Alliance, Exploration Music, Exploration Dance, Art, African American Studies, Latino Studies,Hmong, Speech and Debate, 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

All students will have two elective courses and an opportunity for a Goal 2 connection to one of their elective classes per semester.

Do/Implement/Collect Evidence

Each elective will have a club aligned to their course/content to support and increase student engagement. By increasing student participation in Goal 2 activities, IPG scores will also be impacted in Tenet 1 for all Elective classrooms. Quarterly progress monitoring of Goal 2 activities/athletics and participation rate, collecting and analyzing IPG trend data in Elective courses to determine correlation of Goal 2 and IPG Tenet 1/Culture of Learning.

Study/Reflect

All stakeholders; Administration, Activities Director, Athletic Director, Electives A and B PLC teams, COST/TST, and instructional leadership team will review which students are participating in Goal 2 activities and are succeeding in the classrooms in order to be recognized during quarterly awards assemblies. Administration, Activities Director, Athletic Director, COST/TST, club advisors, academic counselors will also plan supports to reach out to students NOT participating in Goal 2 activities in order to recruit and increase student participation. CCI process to include all stakeholders to assess, support and increase Goal 2 participation.

Act/What to do Next

Celebrate success with students, staff and parents when we meet our target and move towards 100% participation rate. Recognize students and their parents/families during school events/performances to show our appreciation. Character Awards/Sportsmanship Award and Bengal Award are presented after each quarterly sports season. End of year club recognition by club advisers to recognize all students participating in Goal 2.

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

- Parents and students will receive a Block 'G' and join the Block 'G' Club for participation in Goal 2 activities and athletics.
- When parents and students participate in culminating projects with clubs and events are connected with electives (exp. African-American Studies, BSU/celebrating Black History Month, Latinos for Excellence, Latino Studies, folklorico and Hmong dances. Dia de los Muertos celebration, Tournament of Technology, and other school events connected to Goal 2, parents and students can earn emblems to add to their Block 'G' to demonstrate their participation in Goal 2.
- Substitute teachers may be needed for classroom coverage for teachers/club advisors and transportation for students to travel to compete in school events/activities.
- Technology software for electives, activities, clubs
- Additional .125 FTE prep buyout for AD to support with Goal 2 activities and sports.
- Additional funding to support student competitions (food, attire, entry fees, travel).

Specify enhanced services for EL students:

- All recruitment for activities will be provided in students primary language
- School Messenger and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support
- **COST/TST** will ensure that EL students identified as homeless and foster have services and teachers/staff are informed on how to best support the needs of identified students. 100% of Gaston students are classified as low socioeconomic.

Owner(s):

- Administration, Activities Director, Athletic Director, Electives A and B to review Goal 2 data and SPSA goal quarterly to monitor progress and inform next steps.
- The After School Program Staff will support students participating in Goal 2 by reviewing homework, completing missing assignments and assisting with communicating with adults/teachers in order to keep students eligible for participation.
- Activities director, Athletic director, Administration, club advisers, academic counselors will communicate with parents quarterly to inform of student progress, participation and eligibility.
- Transition Teacher will use Atlas student profile to support students when processing students in to Transition.
- Activities Director and Athletic Director to plan, organize and implement school activities, events, and athletics to increase student participation in Goal 2 - Team members to meet quarterly to plan and communicate to students/staff.

Timeline:

- Quarterly review of Goal 2 participation rate.
- Activities Director, Athletic Director and Academic Counselors to support with data entry of student participation for all Goal 2 activities and athletics.

Specify enhanced services for low-performing student groups:

- i-Ready results will be analyzed and demographic groups will be strategically studied to ensure that students that have the most needs will be connected to an adult and elective they can excel in.
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 2.
- All Teaming Structures will use the SPSA as a resource to support site goals, the SPSA will be an agenda item for site meetings and parent committees; SSC and ELAC.
- Goal Setting Tool to support students with SEL and academic goals will be completed and reviewed based on the school calendar.

Action 2

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.

Reasoning for using this action:	<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 invited to review and celebrate the student projects that are the solutions to their assigned problem

Owner(s):

Administration will teach the 2020-2021 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- All departments will start planning projects for PBL and collaborate with other departments during ILT meetings to ensure that projects are unique.

Quarter 3- All teachers will monitor projects to ensure completion.

Quarter 4- Projects will be presented to the community and parents at the Open House March 31. Students will complete a self-reflection.

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, and other materials for the project will be needed to **create** and display the solutions to the community.

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.

Action 3

Title: Expose students to college and career experiences

Action Details:

Gaston will 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
- Career Advanced Lessons (Monthly and every week in April)
- Student Success Conferences with Academic Counselors (Twice a Year)
- Students will participate in Super Saturday at CSU, Fresno

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

% of students engaged in college and career visits and activities

Owner(s):

Counselors

Timeline:

Monitored monthly

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

% of students of students that are on track with A-G courses (Algebra 1 and Spanish)

Owner(s):

Counselors

Timeline:

At each major grading window (Progress Reports and Quarterly Report Cards)

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

The following will be needed to support this action:

- Funds for transportation
- Funds for career software
- Potential release time for staff to travel with students on their enrichment activities for students
- Students will be provided additional .125 FTE prep buyout to support and allow for more students to be involved in CTE (Career & Technical Ed) and other elective courses that provide students with exposure to college and career experiences.

Specify enhanced services for EL students:

Specific targeting of students within sub-groups that have historically been underrepresented to be involved in career and college exploration.

Specify enhanced services for low-performing student groups:

Specific targeting of students within sub-groups that have historically been underrepresented to be involved in career and college exploration.

2021-2022 SPSA Budget Goal Subtotal

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

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Prep Buyout for Athletic Director (Travis)	17,056.00
G2A1	Sup & Conc	Instruction	Travel			PD Conferences - CADA, CAHPERDS, Etc.	2,500.00
G2A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Vocational Education	0.7000	Additional FTE to Certificate Staffing to Support Tier 1	67,251.00
G2A3	Sup & Conc	Instruction	Direct Trans			: Transportation	6,000.00
G2A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Vocational Education	0.3000	Additional FTE to Certificate Staffing to Support Tier 1	28,822.00

\$121,629.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		8.89 %	2020-2021	6.89 %
Suspensions students with 1 or more		0.11 %	2020-2021	15 %
Chronic Absenteeism (Students with Disabilities)		14.81 %	2020-2021	12.81 %
Suspensions students with 1 or more (Students With Disabilities)		0 %	2020-2021	10 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

The 2020 - 2021 marked the best year for Gaston in terms of attendance indicators. Due to regular home visits, calls daily by teachers and office staff, regular messages to students in Teams, and regular communication via social media platform there were fewer students Chronically Absent and a much higher percentage of students with "good" attendance. Last year, 2019 - 2020 only 64.82% of students had "good" attendance, and as of quarter 3 of this year, 79.66% of students have "good" attendance. This year we were able to implement with fidelity a system that used data daily to identify students that needed support through the attendance and TST team process. Over the last 3 years we have gone from 18.1% to 16.9% to 10.2% of Gaston students that are Chronically absent, seeing a significant drop during this year, even though school was in an all virtual format.

Chronic Absenteeism (Students with Disabilities)

(See information above about attendance improvement from this year and over past 3 years). Students with disabilities still continue to struggle with an higher percentage of chronic absences but there has been a decrease from 28.2% in 2018 - 2019 to 19.1% as of Quarter 3 for 2020 - 2021.

Suspensions students with 1 or more

For the 2020 - 2021 school year the TST Team worked with fidelity to identify students that needed Tier 2 and Tier 3 supports weekly which helped decrease the number of misbehaviors that could have led to suspensions.

Suspensions students with 1 or more (Students With Disabilities)

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism

- Access to reliable internet and/or hotspots that could handle the speed needed for daily online classes on Microsoft Teams from 9 to 3:35 each day with video, chat, Nearpod, etc.
- Variety in amount of supports available at home with many parents having to work and/or students having to care for younger siblings as they attended school from their computer.
- Variety in amount of content knowledge that families had around technology to be able to support their students or even to know whether their student was actively engaged in class.
- Some students lacked a dedicated, distraction free environment to do their learning each day.

Chronic Absenteeism (Students with Disabilities)

- Access to reliable internet and/or hotspots that could handle the speed needed for daily online classes on Microsoft Teams from 9 to 3:35 each day with video, chat, Nearpod, etc.
- Variety in amount of supports available at home with many parents having to work and/or students having to care for younger siblings as they attended school from their computer.
- Variety in amount of content knowledge that families had around technology to be able to support their students or even to know whether their student was actively engaged in class.
- Some students lacked a dedicated, distraction free environment to do their learning each day.

Suspensions students with 1 or more

N/A - only 1 suspension all year long.

Suspensions students with 1 or more (Students With Disabilities)

N/A

For the 2020 - 2021 school year the TST Team worked with fidelity to identify students that needed Tier 2 and Tier 3 supports weekly which helped decrease the number of misbehaviors that could have led to suspensions. Team worked with school psychologist in supporting students with disabilities as a part of this process.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Major difference that occurred this year is that there was a more target effort to complete home visits for families. Money that was also designated for Shadows for Tier 2 / Tier 3 students was not used this year due to no student being physically on campus. These funds were moved to materials and supplies line to support with student incentives.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

No major changes will be made to overall plan for 2021 - 2022 but there will be a continued focus on attendance processes and the use of the TST Team process to identify and support students in need of targeted supports beyond Tier 1.

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:

Meeting on 2.3.21:

- Homeless students need additional supports due to attendance and grade data. Find way to get them more onsite time and direct supports.
- Continued focus of African American student population due to metric. Support from Fresno Street Saints and other onsite structures.

2 ELAC:

Meeting on 1.27.21:

- Parent mentioned how difficult it is for students to take online classes and that parents should talk to their children about the importance of attending school.
- Parent mentioned that a lot of support and communication is needed from parents and school, and that parents need to encourage their students to log into class and do their homework every day to increase grades.
- Parent emphasized how difficult it is for parents to ask student to log into their classes because most parents work, and they are not at home to make sure they log into their classes. Teachers to provide student incentives.

Meeting on 2.21.21:

- Parent mentioned for the school to use strategies to motivate the students to attend school and do their best.

3 Staff:

Quarterly Feedback Surveys (End of each quarter). Monthly ILT meetings where data was reviewed. February 2021 - Microsoft Forms survey gathering feedback from staff for SPSA

- There is a continued need for home visits to support with students that are not showing to school and/or have poor grades.
- There is a continued need to provide students with supports beyond Tier 1 which happens in the classroom each day with Transition Teacher, Tier II Intervention Specialist, and Fresno Street Saints / Shadows when we return in person as they needs will be great upon return to school.

Action 1

Title: Tier 1- Bengal Culture and Climate/BCC

[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: Guidelines for Success - 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 all teachers and staff to have the tools to engage, motivate, positively interact with all students. Both teachers and students will receive social emotional learning utilizing district adopted curriculum "Second Step" in the 5 SEL 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. Second Step curriculum will be utilized to support learning of SEL strategies in order to apply in all content areas and support student success. **Each department will focus on and provide instruction on one SEL domain???**

Do/Implement/Collect Evidence All students will participate in Classroom Meetings and/or Second Step lessons during Advisory lessons on Mondays. Advisory lessons will include topics such as: SEL, Safe & Civil expectations for common areas, Tech Tips, cultural awareness, counselor topics, and other student related topics as site determined. Prior to the beginning of each quarter, Activities Director and staff to communicate Criteria for Success required for student participation in Rockin' Roar activities using quarterly data collected; attendance, grades and behavior. Data will include quarterly attendance, suspension, grade reports, behavior referrals and other EIS indicators to determine participation in quarterly Rockin' Roar activities. Use of a Gaston "Data Wall" in the office that is also reflected on the Gaston Data "Onepager" that is updated weekly and sent to stakeholders.

Study/Reflect Review and analyze weekly Behavior/Suspension Reports and EIS Indicators to intervene and support increase of participation rates in Rockin' Roar the number of students eligible to participate based on attendance, grades and suspension criteria. Review Atlas report to determine status of suspensions involving interpersonal conflict violations (AI or R codes). Review of IPG data for Tenet 1 - utilized Climate/Culture Specialist as a resource to support BCC Team and implementation of Tier 1 school wide expectations and structures. Utilize Climate/Culture specialist to support teachers with classroom management strategies.

Act/What to do Next? Communicate and celebrate success with staff, students and with parents; monthly, quarterly, and semester.

Owner(s):

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

Librarian will assist with the Extended Library Tutoring Program and tutorial, student use of Atlas, and other software and literature to support fluency.

LEAD Teacher will review school wide data with ILT and report to PLC teams.

PLC Teams will create common formative assessments (CFAs), analyze data to inform instruction and communicate academic progress to students and parents.

After School Program/Staff will support students with reviewing grades on ATLAS, completing missing assignments and communicate weekly with teachers/staff to support student learning.

Utilize Home School Liaison to communicate with parents needing translation when meeting with teachers to inform parents of student academic progress.

Transition Teacher will use Atlas, behavioral referrals to intervene and support students when processing students in to Transition.

Transition Teacher to utilize restorative practices to support and reset students back to classrooms.

Campus Culture Director, Athletic Director(s), BCC and Admin team to communicate regularly to plan and organize school wide activities and event to support site Culture/Climate and increase student and staff participation and morale.

Campus Culture Director will work with Leadership Students to plan and implement school wide activities and events.

Timeline:

Advisory Lessons will be held on Mondays following advisory schedule to support SEL learning.

During August/Buyback and Institute Days, BCC team to provide staff training on School wide expectations/structures and Guidelines for Success.

COST TST and BCC to progress monitor monthly/quarterly student data to support students.

BCC to create Lunch Zones to engage and build relationships with students throughout the year, with an emphasis on longer months; October and March.

BCC to review in fall and spring Climate/Culture student and staff survey data to increase student sense of belonging and other areas based on data.

Incorporate quarterly goal setting for SEL, Academics, and Attendance.

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

Tier 1 -

All students will learn to build relationships utilizing - district adopted curriculum "Second Step" and Class Meetings that Matter delivered in advisory classes and applied in core/content classrooms. PE Department to match the number of Content Teachers to balance class size numbers. Olweus Lessons and the Black Minds Matter project will continue to support student directed and created class meetings to support advisory lessons and in content classrooms. With the goal of increasing student voice, the adults can strategically support a safe and positive school environment for learning through class meetings. The school will partner with community skateholder partnerships to provide and offer mentor opportunities from community members and support events such Donuts with Distinguished Adults and Muffins with Mentors. Materials and Supplies for event as needed. Additional 1.0 FTE VocEd teacher to increase opportunities for students and provide CTE curriculum as an elective course.

Specify enhanced services for EL students:

CCST will ensure that students identified as EL homeless, EL foster, EL SPED and EL have services and teachers have background to assist teachers knowing each of their students' stories. 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 Bengal Climate and Culture Team/BCC. BCC will review data and use the cycle of continuous improvement to determine next steps, schoolwide expectations/structures needed for refinement, and review of goals.

BCC to utilize Tier 1 school wide data and information collected from Climate/Culture Specialist, BCC, CCST and admin team to refine school wide structures/practices. Monthly and quarterly progress monitoring of site data to include review procedures of common areas at BCC meetings using the CCI process to identify and implement effective strategies.

Action 2

Title: Tier 2/3- Bengal Culture and Climate/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.

Reasoning for using this action:	<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. 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. CWAS will work with small groups of students to build SEL skills and progress monitor students to determine if they are in the appropriate supports. CWAS will conduct individual checks with students either daily or weekly. The CWAS will also provide proactive supports for students with manageable attendance rates (89-93%). The school will conduct a universal socioemotional screener in the fall and spring to identify students needing socioemotional supports.

Study/Reflect TST 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). The CWAS will monitor suspension rates weekly to identify students with 2 or more suspensions in 60 days and the TST team will determine if more supports are needed for those students.

Act/What to do Next? Professional learning will be customized based on the results of the TST 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. TST Team and Street Saints,

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

CWAS will meet with small groups of students to build SEL skills and progress monitor all Tier 2 students to ensure they are receiving appropriate supports.

African-American Student Leadership Champion will work with 4 selected students to provide on-going supports through mentoring, monitoring academic progress, parent communication, weekly check-ins, social emotional guidance and celebrations.

Street Saints - to continue target support of African American students

SST Team will review, provide, and progress monitor students in need of individualized intervention.

Timeline:

Tuesday TST Meetings with Admin, CWAS, SSW, Transition teacher, School Nurse, School Psychologist and Academic Counselors

Review Tier 2 and 3 structures quarterly.

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

Quarterly referral review

African American Student Leadership Academy champion will meet with students once per week.

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

Tier 2 includes our Shadows, Fresno Street Saints, CWAS, Transition Teacher, 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). Additional 0.25 FTE for Mens/Womens Alliance to support students with SEL and study skills.

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:

Specify enhanced services for low-performing student groups:

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

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, CWAS, 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.

2021-2022 SPSA Budget Goal Subtotal

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

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials / Supplies to support instruction: i.e. paper, school supplies, student incentives, Rockin' Roar Events, etc.	29,675.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	3,500.00
G3A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies to support a safe reopening	5,420.00
G3A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Prep Buyout for Women's Alliance (Sanchez)	17,056.00
G3A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Prep Buyout for Men's Alliance (Williams)	17,056.00
G3A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	1,000.00
G3A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Classified Supplemental Contracts (Student Shadow Support)	5,072.00

\$78,779.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		81.22 %	2019-2020	90 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined
Not applicable for 2020-2021 school year SPSA and budget.

Staff Survey – Overall Positive in Belonging Domain
Not applicable for 2020-2021 school year SPSA and budget.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Staff Goal - Site Defined
Not applicable for 2020-2021 school year SPSA and budget.

Staff Survey – Overall Positive in Belonging Domain
Not applicable for 2020-2021 school year SPSA and budget.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Not applicable for 2020-2021 school year SPSA and budget. New goal and actions for 2021 - 2022.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

This will be a new goal along with actions this year. Focus will be on retaining a well qualified, diverse staff at Gaston that has positive relationships with one another that help create a sense of belonging for the adults that work on campus.

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:

No feedback received around this goal.

2 ELAC:

No feedback received around this goal.

3 Staff:

Quarterly Feedback Surveys (End of each quarter). Monthly ILT meetings where data was reviewed. February 2021 - Microsoft Forms survey gathering feedback from staff for SPSA.

- Continue to find ways to support new teachers with learning about the campus and with building relationships with peers.
- Continue to find ways to recognize teachers and staff for their hard work.

Action 1

Title: Recruit and Retain Staff Representative of the Community

Action Details:

- During hiring processes we will continue to select a diverse hiring panel so that we have representation from various backgrounds during the hiring process.
- We will continue to make a concerted effort to encourage staff from within to step up into leadership roles. (i.e. Paraprofessionals to Teacher role, i.e Teachers into ILT roles and Admin roles, etc.) with a specific focus on ensuring that we are having staff of all backgrounds in leadership.
- Continue the work with the Culture and Climate Team in creating community:
 - Partnering up new teachers with a teacher "buddy".
 - Weekly Staff gettogethers (i.e. Friday Coffee time in the foyer)
 - Reviewing of survey data to see that all subgroups are feeling connecting and if not, examining why not and determining next steps through a Continuous Cycle of Improvement.
- Continued use of Cultural Proficiency Professional Learning to allow staff to grow in gaining a deeper understanding of others.
- Continued Professional Learning around SEL (Social Emotional Learning) as it relates to adults.
- Continued Professional Learning around Self-Care for staff.

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 will become a school where diverse employees feel welcomed and supported by creating an environment that is culturally responsive with access to diverse curriculum. In conjunction with Teacher Development, building capacity of all teachers in culturally responsive with all curriculum.

Owner(s):

Admin Team

Timeline:

Monthly

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

Conferences and onsite PL in diversity and equity for staff.

Owner(s):

Admin team and ILT

Timeline:

Quarterly

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

Quarterly Surveys to get feedback from staff on feelings of connectedness to peers and gathering information about needs to improve the culture and climate.

Owner(s):

Admin Team and BCC (Bengal Culture and Climate Team)

Timeline:

Quarterly

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

Monthly Cultural Proficiency Professional Learning for ALL staff

Owner(s):

Admin Team

Timeline:

Monthly

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

Professional Learning around building PLC relationships and Self-Care

Owner(s):

Admin Team, ILT, and BCC

Timeline:

Monthly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Professional Learning from both within and from outside vendors around Cultural Proficiency
- Professional Learning texts
- Time built into the day to engage in meaningful team / relationship building as a staff
- Release time for teachers to learn from peers on and off site to grow their skillsets
- Resources to support the running of staff and PLC meetings

Specify Professional Development or Staff Services to support EL students:

- Professional Learning from both within and from outside vendors around Cultural Proficiency
- Professional Learning texts on PLCs (supports creating high quality instruction as a team)

Specify Professional Development or Staff Services to support low-performing student groups:

- Professional Learning from both within and from outside vendors around Cultural Proficiency
- Professional Learning texts on PLCs (supports creating high quality instruction as a team)

2021-2022 SPSA Budget Goal Subtotal

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

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct-Food			Food Service Catering	2,000.00

\$2,000.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		94.99 %	2019-2020	98 %
Parent Survey - Safe and secure		89.93 %	2019-2020	95 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Not applicable for 2020-2021 school year SPSA and budget.

Parent Survey - Respected and welcomed

For this year, the main interaction between the site was from a "distance" due to the pandemic and school / office closure. Even with this closure, we still continued our use of the Gaston Hotline which allowed for regular two way communication with parents via phone and text messaging. We also strengthened our social media platforms (Facebook, Instagram) and Gaston website for regular parent communication. Lastly, for the 2020 - 2021 school year we did more parent communication as logged in ATLAS than was done in the last 7 years that the site has been open which has resulted in improved student outcomes in terms of regular attendance and increases in iReady growth.

Parent Survey - Safe and secure

This was hard to measure this year due to there being no on campus instruction.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Family Goal - Site Defined

Not applicable for 2020-2021 school year SPSA and budget.

Parent Survey - Respected and welcomed

Main factors that contributed to disproportionality:

- Not all families had reliable internet and consistent access to phone service which made communication more difficult with some families.
- Not all families had stable housing which made finding some students more difficult

Parent Survey - Safe and secure

This was hard to measure this year due to there being no on campus instruction.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This was not a goal that was called out directly in the 2020 - 2021 SPSA even though data around the Parent Survey was and is used to inform the work done with parents. The main difference that had occurred with this year's actions around parent engagement is that there was a more targeted approach in reaching parents through home visits, regular School Messengers, higher frequency in direct phone calls and text messages, etc. due to the pandemic and school closure. Creating an even higher level of parent engagement was essential to ensure student success. There were no actual major differences in budget expenditures, funds were spent on HSL as planned along with mileage for travel of HSL and NTAs to homes. Funds were not spent on parent meetings as they had been due to meetings being all virtual, so funds were used on parent incentives instead (i.e. Gaston Coffee cups, Sweatshirts, etc.)

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

The major change for the 2021 - 2022 SPSA when compared to the 2020 - 2021 SPSA is that there will be a continued deep focus on regular two way communication with parents. Funds will also be spent on more targeted parent courses in which students can learn how to navigate platforms like Microsoft Teams, ATLAS, etc.

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:

Meeting on 2.3.21:

- Creating uniformity for parents so that they can better support their students with getting work turned in. There were far too many platforms for parents to learn in 2020 - 2021. Potentially offering parent classes to provide support in Microsoft Teams, ATLAS, etc.

Meeting on 10.28.20:

- Continue to regularly reach out to parents even after school returns for in-person instruction with School Messengers, phone calls from teachers, social media, and website.

2 ELAC:

Meeting on 1.27.21:

- Increase parent participation in ELAC meetings to give input on SPSA. Parent mentioned how difficult it is for students to take online classes and that parents should talk to their children about the importance of attending school.
- Parent mentioned that a lot of support and communication is needed from parents and school, and that parents need to encourage their students to log into class and do their homework every day to increase grades.
- Parent emphasized how difficult it is for parents to ask student to log into their classes because most parents work, and they are not at home to make sure they log into their classes. Teachers to provide student incentives

3 Staff:

Quarterly Feedback Surveys (End of each quarter). Monthly ILT meetings where data was reviewed. February 2021 - Microsoft Forms survey gathering feedback from staff for SPSA.

Action 1

Title: Increase Parent/Family Involvement

Action Details:

Action details to increase Parent/Family Involvement will include but limited to:

- Parent Portal
- Edutext
- Parent University
- Communication with parents - using various communication platforms; school messenger, site website, social media
- Home School Liaison to communicate in both languages (English/Spanish) to support and connect with families - Home Visits, **TST, IEPs**
- Increasing parental involvement SSC, ELAC, DAC, LCAP meetings, and Parent Coffee Hour
- Title I funds must be attached to Parent Involvement – minimum of 1%

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

- Attendance
- Misbehaviors/Suspensions
- Grades
- Parent Attendance at site events/meetings

Owner(s):

Parents, Teachers, ILT, ACs, Admin, Office Staff, Support Staff

Timeline:

August 2021 - June 2022

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- The Home School Liaison (HSL) will provide the following to families:
 - Home visits to:
 - build relationships and determine family needs (items delivered i.e. laptops. etc.)
 - find students / families that teachers have not been able to reach
 - support teachers who are trying to reach families
 - Facilitate parent meetings and training
 - Strengthening connections that parents feel with school to foster regular two-way communication
 - Provide training on specific topics based on parent requests and need
 - Will work with families directly on site by fielding and making calls
- HSL will need access to materials to support parent meets (i.e. food, books, copies of materials, parent t-shirts, etc.)

Specify Direct Service and Opportunities for parents and families to support EL students:

- ELPAC
- English Learner plan
- Designated and Integrated ELD
- California ELD Standards

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

HSL and COST Team to work directly with Fresno Street Saints and community partners determine needs to families and find resources to support beyond the realm of the school.

2021-2022 SPSA Budget Goal Subtotal

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

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	**HSL duties from Title I cannot be used for translation of mandatory items such as ELAC and IEP**	52,988.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials / Supplies to support parent meetings / involvement	5,174.00

\$58,162.00

2021-2022 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	Teacher-Supp			Supplemental contracts for teachers to tutor students after school. No IEPs.	8,979.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology and tech equipment	8,652.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Substitutes to support teacher planning, conferences, etc.	9,368.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Professional Learning Books and Site Licenses (Nearpod Library, Padlet, Gizmos, etc.)	10,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Richoh Copier Maintenance	10,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Laptops / Technology to support instruction	28,925.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Additional Technology to support opening of school	10,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			General & Tech Maintenance	6,000.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra time to support parent meetings / involvement	4,837.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Prep Buyout for ELD (Leal)	17,056.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Teacher release time to observe best practices, receive training, plan & ELPAC Assessors	7,844.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials to supplies to support EL Learners	4,000.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			To Be Determined : Professional Learning to Support Cultural Proficiency work	3,000.00
G1A5	Sup & Conc	Separate Classes: Special Educati	Teacher-Regu	Teacher, Middle School	0.2000	Prep Buyout for Functional Skills (Burrell)	17,056.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Prep Buyout for Athletic Director (Travis)	17,056.00
G2A1	Sup & Conc	Instruction	Travel			PD Conferences - CADA, CAHPERDS, Etc.	2,500.00
G2A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Vocational Education	0.7000	Additional FTE to Certificate Staffing to Support Tier 1	67,251.00
G2A3	Sup & Conc	Instruction	Direct Trans			: Transportation	6,000.00
G2A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Vocational Education	0.3000	Additional FTE to Certificate Staffing to Support Tier 1	28,822.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials / Supplies to support instruction: i.e. paper, school supplies, student incentives, Rockin' Roar Events, etc.	29,675.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	3,500.00
G3A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies to support a safe reopening	5,420.00
G3A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Prep Buyout for Women's Alliance (Sanchez)	17,056.00
G3A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Prep Buyout for Men's Alliance (Williams)	17,056.00
G3A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	1,000.00
G3A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Classified Supplemental Contracts (Student Shadow Support)	5,072.00
G4A1	Sup & Conc	Instruction	Direct-Food			Food Service Catering	2,000.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	**HSL duties from Title I cannot be used for	52,988.00

G5A1	Attendance & Social Work Services	Cls Sup-Reg	0.7500	translation of mandatory items such as ELAC and IEP**	52,988.00	
G5A1	LCFF: EL	Parent Participation		Mat & Supp	Materials / Supplies to support parent meetings / involvement	5,174.00
					\$406,287.00	

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$75,456.00
Sup & Conc	7090	\$223,590.00
LCFF: EL	7091	\$91,821.00
One-Time School	7099	\$15,420.00
Grand Total		\$406,287.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$145,717.00
G2 - Expand student-centered and real-world learning experiences	\$121,629.00
G3 - Increase student engagement in their school and community	\$78,779.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$2,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$58,162.00
Grand Total	\$406,287.00