Gaston Middle School

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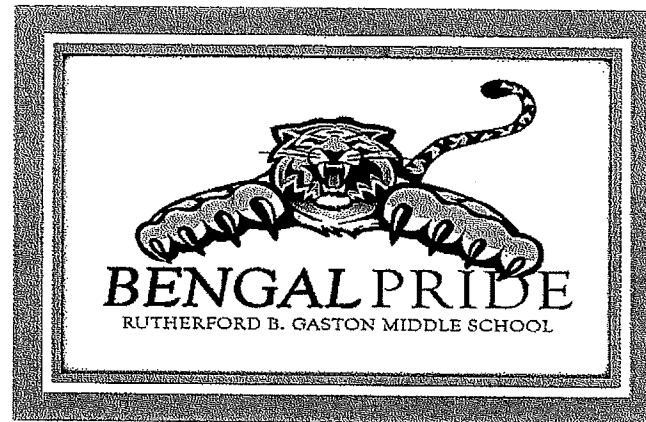
Principal's Name: Felicia Treadwell

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

Rutherford B. Gaston Middle School　　　Title I SWP-0575

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

2016 - 2017 SPSA Needs Assessment

SCHOOL : [Gaston ▼] [Select]

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1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Middle	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	17/17	46.33 %
☑	Middle	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	17/17	47.86 %
☑	Middle	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	16/17	86.28 %
☐	Middle	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	16/17	13.34 %
☐	Middle	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	15/17	5.88 %
☑	Middle	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	15/17	94.12 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
		EL	3- Borderline to Redesignation		Number and percentage of English Learner 1st grade-12th grade		24.44

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Middle	Redesignation	Within 365 Days	5968	students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	16/17	%
☑	Middle	EL Redesignation	4- LTEL Redesignation Rate	4774	Number and percentage of Long Term English Learner students redesignated	16/17	12.58 %
☐	Middle	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	13/16	20 %
☐	Middle	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	12/16	34.12 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Middle	CORE High School Readiness	5- High School Readiness Rate	2524	CORE Waiver: High School Readiness	16/17	31 %
☐	Middle	High School Readiness	1- EIIS Red Zone Rate	6643	Number and percentage of K-12th grade students meeting all 3 EIIS Red Zone (or higher) criteria	14/17	6.74 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	Middle	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	17/17	32.58 %
☐	Middle	Chronic Absenteeism	2- Appropriate Attendance Intervention	5957	Number and percentage of 7-8th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	15/17	14.81 %
☐	Middle	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	14/17	91.25 %

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Middle	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	13/17	12.36%
☐	Middle	Suspension	3- Appropriate Behavior Intervention	6282	Number and percentage of 7-8th grade students with one or more suspension incidents (on-campus and/or out of school) and have an appropriate ATLAS Portfolio admin entry or SESS contact	12/17	36.71%
☑	Middle	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	11/17	16.85%
☐	Middle	Suspension	2- Disproportionality	5976	Number and percentage of students with 1 or more total suspension incidents whose subgroups are more than 10% negatively disproportionately represented	10/17	99.62%
☐	Middle	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	9/17	53.79%

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Middle	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	12/17	26.06%
☐	Middle	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	12/17	2.81%
☑	Middle	Student Engagement	2- Overall Student Participation	2080	**District Dashboard (Goal 2):** Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	12/17	75.66%

Instructional Superintendent Approval : ◉ No ○ Yes | Approval Date : 03/28/2016

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	☐	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 1	*Detail the action:* In an effort to integrate anchor literacy skills school wide to increase the number of students who are on grade level, a comprehensive integration of quarterly literacy skill foci will be implemented school-wide driven by AC planning of instruction, calendared common lesson delivery, common assessments and data collection through the regular use of the Criteria Analysis Tool and reporting of evidence of student learning. This focus will be considered Tier 1. Quarter 1 – Cite textual evidence to support analysis of what text says explicitly; Cite text to support inferences; Objective summary of text Quarter 2 – Vocabulary's Code Quarter 3 – Introduce topic clearly and organize main ideas; use strategies that include formatting graphics and multimedia Quarter 4 – Determine central idea; analyze central idea in relation to supporting ideas; objective summary of a text

SQII Element: ELA (SBAC)	*SQII Sub-element(s):* Achievement Gap where 10% of students are negatively disproportionate according to the ELA (SBAC) score. Indicator # 5997	*Site Growth Target:* Reduce from 47.86% EOY 14-15 to 36% EOY 16-17	*Vendor (contracted services)* Ricoh
☐ *New Action* ☑ *On-going*	*Reasoning:* ☑ *Data* ☑ *Research-based* ☐ *Local Knowledge/Context*		

Write a SMART Goal to address each data point:
By June 2017, reduce the number of unduplicated Gaston Students scoring Not Meeting or Nearly Not Meeting Standards on the ELAC SBAC and are more than 10% negatively disproportionate from 47.86 (14-15- EOY) to 36%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)* **Plan/Problem of Practice** At the beginning of each quarter, provide staff with a calendar for AC work for that indicates the week they will plan/teach the common lesson with the criteria for success, take student work through the Criteria analysis tool, discuss common grading criteria and report out evidence of student learning to administrators. Provide PL on identified literacy skills for each quarter.	*Owner(s)* -All certificated staff -Principal Treadwell -Vice Principals Neufeld and Bordona -GLA Nichols	*Timeline* Quarter 1 5 Common Assignments, 5 uses of Criteria Analysis Tool Protocol and Submission of Evidence of Student Learning Quarter 2 5 Common Assignments, 5 uses of Criteria Analysis Tool

Do/Implement/Collect Evidence Plan/Teach common lesson with criteria for success – bi-weekly Collect Student Work to take through Criteria Analysis Tool – bi-weekly Collect and report out Evidence of Student Learning for each common lesson Supervising administrator will collect evidence of AC work and provide feedback ILT AC progress discussion **Study/Reflect** AC will study evidence of student learning to discover where teachers have had great success, discuss how that happened and try to duplicate it in other classrooms. AC will study ratings of student work against criteria for success to discover modifications needed to instruction, patterns of student learning problems and possible causes. ILT AC progress discussion will review SQII Indicator 4073- Number of students who are not on grade level (DRP). Ultimate goal is to reduce the number of unduplicated Gaston Students scoring Not Meeting or Nearly Not Meeting Standards on the ELAC SBAC and are more than 10% negatively disproportionate. **Act/What to do Next** AC will create a plan that addresses question numbers 3 and 4 of the four grounding questions for students who did/did not master the objective of the lesson. At the end of the quarter, staff will bring AC documents and student artifacts for a time of reflection upon successes and challenges, then propose next steps for the work that will continue for the next quarter. The PDSA/CCI cycle continues each quarter.	-Instructional Leadership Team -Department Accountable Communities	Protocol and Submission of Evidence of Student Learning <u>Quarter 3</u> 5 Common Assignments, 5 uses of Criteria Analysis Tool Protocol and Submission of Evidence of Student Learning <u>Quarter 4</u> 5 Common Assignments, 5 uses of Criteria Analysis Tool Protocol and 5 Submissions of Evidence of Student Learning

Explain the Targeted Actions for Parent Involvement (required by Title I):
Student DRP reports will be sent home to parents immediately after each DRP exam is completed.   School-wide and grade level results from DRP will be regularly communicated to the SSC/ELAC. Regular communication to parents about our literacy foci and DRP progress will be conveyed via School Messenger and through written communication and individual student DRP reports sent home with students for their families to review with the main contact being the Home School Liaison. Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

Describe related professional learning:
Professional Learning will continue with the Criteria Analysis Tool and will now include AC work as a region by department. The "same" language will be used for creating Common Formative Assessments in the Accountable Communities.
This work will be weekly as site ACs, training quarterly the literacy skills aligned with DRP domains
-Specific clarity on classroom foundations and ACs for teachers new to Fresno Unified and new to Gaston in August
- On going support during side-by-side work for teachers to analyze student work using the Criteria Analysis Tool

- On going support during side-by-side work for teachers to develop acceleration and intervention plans for students meeting/not meeting learning objectives

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Increased focus on the three DRP domains in tutoring with no more than 20 students per group.
- Pre and Post assessments will be created with illuminate
- Specific attention to our identified sub groups-African American Males, foster youth, Males.
- Increased use of literacy skills with common academic language across content areas and highlighted throughout the school so all students (disproportionate low income) are able to visualize reminders.
- Increased use of DRP results applied to individual student instruction
- Increased student monitoring and goal setting for DRP
- Materials and Supplies for good 1st teach and for reteach during tutoring.
- Includes Ricoh upgrade for new Gaston Contract (as the current 'Carver' lease has expired).

Specify additional targeted actions for EL students:
-access to SIOP strategies

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.7500			42,012
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Tutoring by Certificated Teachers	12,577
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials, Supplies, and Technology	26,602
1	1	Sup & Conc	Instruction	Copier Maintenance				Ricoh Copier Maintenance	6,000

1	1	Sup & Conc	Instructional Supervision & Administration	Office Equipment Lease				Ricoh Copier Lease	13,476
								Total	$100,667

Domain	🟨	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 2	*Detail the action:* 3 Phases of Language Learner Support Phase 1- Select Staff at Gaston Middle School will be given a group of 10 students to mentor for 5 consecutive school weeks prior to the CEDLT exam. The 5 weeks will include weekly lessons and practice packets on strategies for test taking, Goal Setting, postcards of encouragement, and practice around vocabulary development, reading comprehension and writing. Phase 2- Tutoring for Language Learners afterschool on Monday, Tuesday and Wednesday for continue vocabulary development, reading comprehension and writing in preparation for DRP and interim assessments as well as grades and overall English Language Fluency.. Phase 3- Staff will study ELD standards along with reading Classroom Instruction that Works with English Language Learners, 2nd Edition by Hill and Miller to keep all lessons designed to support language learners.

SQII Element: EL Redesignation	*SQII Sub-element(s):* # of LTEL students redesignated Indicator # 4774	*Site Growth Target:* An Increase From 12.58% Redesignated to 17.42% Redesignated.	*Vendor (contracted services)* Mango Languages FUSD Maintenance, Transportation and Graphics ASCD
☐ *New Action* 🟨 *On-going*	*Reasoning:* 🟨 *Data* ☐ *Research-based* ☐ *Local Knowledge/Context*		

Write a SMART Goal to address each data point:
By June 2017, 30% of English Learner Students will not remain flat on the 2016 CELDT Exam and will show an increase of redesignation from from 12.58% to 17.42% Redesignated.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)*	*Owner(s)*	*Timeline*

Plan/Problem of Practice Select the EL students to match to mentors. 2. Present the calendar of activities which include (a letter to the family explaining plan, postcards of encouragement, weekly lesson plus practice packets on CELDT strategies, goal setting charts.) SQII Indicator # 5990 to be drilled down to see the list of students who met borderline eligibility criteria. **Do/Implement/Collect Evidence** Weekly attendance of selected students shared at COST meeting for monitoring. **Study/Reflect** Weekly updates on materials and reception of information as well as keep focused on the previous CELDT scores of each EL student to show the scores remaining "flat" (no increase nor decrease). Indicator # 4021. Ultimate Goal is to move 12.58% Redesignated to 17.42% Redesignated. Also review SQII 4021- 57.75% of the English Learners remained flat on the CELDT exam 4774- Only 9 of 157 LTELs were redesignated on the 2015 CELDT. **Act/What to do Next?** Invite parents of the selected Language Learners to the September ELAC meeting	-Principal Treadwell -Vice Principals Neufeld and Bordona -GLA Nichols -Academic Counselor Diaz -LSW –Gonzalez -Select Staff hired on supplemental contracts for tutoring -All certificated teachers -Home School Liaison -Librarian -Transition teacher	Begins the week of August 29th through the week of September 23rd, 2016 -Principal Treadwell -Vice Principals Neufeld and Bordona -GLA Nichols -Academic Counselor Diaz -LSW –Gonzalez -Transition teacher CELDT Exam completions is approximately October 31, 2016 Tutoring for Language Learners will take place in each quarter.

Explain the Targeted Actions for Parent Involvement (required by Title I):
The parents of the selected Language Learners will be invited to the September ELAC meeting to have the Action explained. The Home School Liaison is the point person to assist with attendance to meetings and CELDT Camp as well as all communication of events (tutoring support). All materials will be presented and a certificate of participation will be presented at this initial meeting. An explanation of their role in support of their students not remaining flat on this exam will be explained and the impact of redesignating will be emphasized.

Parents will use Mango Language will be facilitated for parents with the assistance of the HSL and the teacher librarian.
Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

Describe related professional learning:
Professional Learning will take place during the initial PL Staff meetings on CELDT strategies and be informed of Action #2 in SPSA. All certificated Teachers will identify their EL student's names and identify which periods they are in. Strategies will be presented that can be integrated in to all content areas from the FALL book study chosen from the staff survey - Classroom Instruction that Works with English Language Learners, 2nd Edition by Hill and Miller. The book study and workshops to integrate the new ideas will be monthly and built in to the PL calendar.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
EL students who have been flat with scores will be connected with an adult on campus and meet weekly for:
Communication on CELDT expectations for the new year, learn about the postcards of encouragement, receive weekly lessons and practice packet on CELDT strategies in the afterschool CELDT CAMP complete goals.
As well:
-English Lessons on Mango Language
-Materials and Supplies
-Transportation to home from ASP English Development Classes
-Celdt Assessment from Assessors
Specify additional targeted actions for EL students:
All information above directly impacts all English Learner students.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	EL	Instruction	Teacher-Supplemental Salaries				Tutoring by Certificated Teachers	19,970
2	1	EL	Instructional Administration of Special Projects	Other Classified-Supplemental				Dance Instructor	2,935
2	1	Title 1 Basic	Parent Participation	Classified Support-Overtime				Translation for Parent Meetings	886
2	1	EL	Parent Participation	Materials & Supplies				Parent Meeting Food and Supplies	2,450
2	1	EL	Instruction	Sub-agreements for Services			Other*	Technology Professional Services with Troxell to support Math Academics	30,702
2	1	EL	Attendance & Social Work Services	Local Mileage				Mileage	1,000
2	1	EL	Instruction	Direct Transportation (Dr)				Transportation	8,324

2	1	EL	Instruction	Direct-Graphics (Dr)				Graphics	2,000
2	1	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	2,000
								Total	$70,267

Domain	☐	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 3	*Detail the action:* Using the FUSD Scope and Sequence, Gaston Accountable Communities in all subject areas will create 5 common assignments/assessments in each of the four quarters using the agreed upon Criteria Analysis Tool that supports one of our strategies to address our CORE Problem of Practice which is 'Students not engaging with grade level complex text through RWSL tasks'. This Accountable Community work will complement the Edison Regional Literacy focus.

SQII Element: ELA (SBAC)	*SQII Sub-element(s):* Standard Not Met/Nearly Met. Indicator #6142	*Site Growth Target:* Decrease from 86.28% EOY 14-15 to 69.52% EOY 16-17	*Vendor (contracted services)* ASCD

☐ *New Action* ☐ *On-going*	*Reasoning:* ☐ *Data* ☐ *Research-based* ☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point: By June 2017, reduce the percentage of students having scores not met or nearly met on the ELA SBAC 16.76% .

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)* **Plan/Problem of Practice** At the beginning of each quarter, provide staff with a calendar for AC work that indicates the week they will plan/teach the common lesson that has students engaging with grade level complex text through RWSL with the criteria for success. The calendar will also be influenced by the Regional Lead Representative so that work stays coherent with the district focus, site focus and regional focus. Teachers will take student work through the Criteria analysis tool, discuss common grading criteria and report out evidence of student learning.	*Owner(s)* -All certificated staff -Principal Treadwell -Vice Principals Neufeld and Bordona -GLA Nichols -Instructional Leadership Team	*Timeline* <u>Quarter 1</u> 5 Common Assignments, 5 uses of Criteria Analysis Tool Protocol and Submission of Evidence of Student Learning, 5 commonly graded assignments/assessments <u>Quarter 2</u> 5 Common Assignments, 5 uses of Criteria Analysis Tool

Do/Implement/Collect Evidence Plan/Teach common lesson with criteria for success – bi-weekly Collect Student Work to take through Criteria Analysis Tool – bi-weekly Collect and report out Evidence of Student Learning for each common lesson Supervising administrator will collect evidence of AC work and provide feedback ILT AC progress discussion. At this time the team will also review lessons for ELD standards, SIOP strategies, pre- planned questions that encourage responses with academic language using language stems as well as support practice with the 3 DRP domains. The same work will be shared regionally. **Study/Reflect** AC will study evidence of student learning to discover where teachers have had great success, discuss how that happened (classroom management techniques and instructional delivery) and try to duplicate it in other peers' classrooms. The accountable community will examine the performance of EL students compared to their peers and in regards to the ELD continuum. The AC will study ratings of student work against criteria for success and across the region during regional professional learning opportunities to discover modifications needed to instruction, selection of alternative instructional strategies, and look for patterns of student learning problems and possible causes. Regular meetings with Gaston's ILT will include AC progress discussion and PL needs as well as review of additional SQII 3778 to review the DRP assessment level results and their correlation with ELA grade of A, B, or C. EOY Goal By June 2017, the number of students receiving an A, B, or C in their reading or ELA class and scoring "Significantly Below" on the most recent DRP will be reduced to 35%. **Act/What to do Next?** AC will create a plan that addresses question numbers 3 and 4 of the four grounding questions for students who did/did not master the objective of the lesson. At the end of the quarter, staff will bring AC documents and student artifacts for a time of reflection upon successes and challenges. Artifacts will include work from EL student's reflection how ELD standards were integrated, then propose next steps for the work that will continue for the next quarter. The PDSA/CCI cycle continues each quarter. Regular meetings with Gaston's ILT and the Regional Lead team will include AC progress discussion and PL needs. Lessons will be archived on department websites as well as hardcopies housed in office binders	-Department Accountable Communities -Regional Leadership Team -Regional Lead Team	Protocol and Submission of Evidence of Student Learning 5 commonly graded assignments/assessments Quarter 3 5 Common Assignments, 5 uses of Criteria Analysis Tool Protocol and Submission of Evidence of Student Learning 5 commonly graded assignments/assessments Quarter 4 5 Common Assignments, 5 uses of Criteria Analysis Tool Protocol and 5 Submissions of Evidence of Student Learning 5 commonly graded assignments/assessments

Explain the Targeted Actions for Parent Involvement (required by Title I):
Student DRP reports will be sent home to parents immediately after each DRP exam is completed.   Progress reports and report cards will be made available to families each quarter. School-wide and grade level results from DRP will be regularly communicated to the SSC/ELAC. Regular communication to parents about our literacy foci and DRP progress will be conveyed via School Messenger and through written communication and individual student DRP reports sent home with students for their families to review.

Describe related professional learning:
Professional Learning will continue with the Criteria Analysis Tool and will now include AC work as a region by department. The "same" language will be used for creating Common Formative Assessments in the Accountable Communities.
This work will be weekly as site ACs, training quarterly the literacy skills aligned with DRP domains
-Specific clarity on classroom foundations and ACs for teachers new to Fresno Unified and new to Gaston in August
- On going support during side-by-side work for teachers to analyze student work using the Criteria Analysis Tool
- On going support during side-by-side work for teachers to develop acceleration and intervention plans for students meeting/not meeting learning objectives

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
> All students will benefit from increased used of strategies found in "Classroom Instruction that Works with English Language Learners"; increased use of DRP results applied to individual student instruction and questioning stems. Students will increase their time focused on the three DRP domains along with being provided with clear, explicitly communicated criteria for success for each piece of student work prior to its completion.

Specify additional targeted actions for EL students:
> All information above directly impacts English Learner students.

Domain	🟧	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*
Action # 4		*Detail the action:* Gaston Teachers will decrease D's and F's in all subjects, with a focus on Math by increasing their use of the technological devices built into their classrooms and in the building (eBeam, eBeam Scrapbook/Capture Pack, AVer Sphere 2 software/Document Camera, 3D Software and 3D LCD Projector, Office 365 and Nearpod). The staff will continue their professional learning work with technology consultants to develop project based learning lessons across all subject areas using the technology and software.				

SQII Element: Math (SBAC)	SQII Sub-element(s): # of students scoring Standard Not Met or Standard Nearly Met on the math SBAC. Indicator # 6160	Site Growth Target: EOY 14-15 94.12% to EOY 16-17, 69.12%	Vendor (contracted services) Troxell Nearpod Ricoh
☑ *New Action* ☐ *On-going*	*Reasoning:* ☑ *Data* ☐ *Research-based* ☐ *Local Knowledge/Context*		

Write a SMART Goal to address each data point:
Our EOY 16-17 goal would be to have, 69.12% not meeting or nearly meeting standards compared to the EOY 14-15 goal which was 94.12%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	*Owner(s)* All Certificated Teachers, Principal, VPs, GLA, FUSD Regional Tech Support, Troxell Consultants	*Timeline* -August 2016 Side-By-Side Training On ramp for new Staff -License renewal with Designmate Eureka Software January 6- June 2017 -Quarterly Webcasts for all staff -5 Days of Lesson creation and co-teaching using devices
Plan/Problem of Practice Plan/Problem of Practice-Teachers will engage in professional learning to acquire techniques to assist students in accessing difficult and abstract concepts therefore assisting students making deeper connections in class and thus improving their grades. This includes After School STEM tutoring. **Do/Implement/Collect Evidence** Quarterly, teachers will plan common assignments that include technology and assess Students on standards growth. Teachers will follow the Gaston Common Assignment Analysis Tool to check reasons for non-growth and share with the consultants that are training teachers on using devices with students. **Study/Reflect** Teachers will also use SQII Indicator 2200 to support reviewing the # of students with 1 or more D's and F's in Quarter 1 in math and prepare the list of the students to be included in our Math Intervention afterschool Mondays- Wednesdays. At the start of Quarter 2 (October 10, 2016) and by June 2017, there will be a decrease of D's and F's per teacher as noted by the Atlas Grade Distribution Report. **Act/What to do Next?** All ACs will create a plan that addresses question numbers 3 and 4 of the four grounding questions for students who did/did not master the objective of the lesson. At the end of the quarter, staff will bring AC documents and student artifacts for a time of reflection upon successes and challenges. Artifacts will include work from EL		

student's reflection how ELD standards were integrated, then propose next steps for the work that will continue for the next quarter. The PDSA/CCI cycle continues each quarter. Regular meetings with Gaston's ILT will include AC progress discussion and PL needs. Lessons will be archived on department websites as well as hardcopies housed in office binders.

Explain the Targeted Actions for Parent Involvement (required by Title I):
An increased ability for communication through School Messenger, individual teacher websites housed on the district Gaston Sharepoint and the ability to support their student's homework/classwork at home should an absence from school occur. The main contact will be the Home School Liaison. Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

Describe related professional learning:
On site professional development and side-by-side training one time each quarter for 5 days will include: use of devices in the classroom (3D software, eBeam Scrapbook, Capture Pack and AVer Sphere 2). During the 5 days the consultants will also support teachers with side-by-side co- planning/co-teaching of created lessons that use the devices, components of office 365, Microsoft Word and One Drive. Technology training will also include refresher workshops on Atlas, Illuminate and School Messenger.

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

-All science students will use 3D Glasses with select lessons, as well as be motivated by writing on the white board where their work can be captured and saved and used as a different learning tool on consecutive days.
-All Math students will have access to a laptop for a portion of their class period for l independent practice online.

Site License for 3D and technology (including repairs).

Specify additional targeted actions for EL students:
Physical and Virtual learning (3D, Photos, Audio) that supports engagement, clarifies understanding and taps in to multiple learning styles.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Technology Maintenance	3,014
4	1	Title 1 Basic	Instruction	Sub-agreements for Services			Other*	Technology Professional Services with Troxell Communications to support Math Academics	9,538

		Title 1						
4	1	Basic	Instruction	Books & Other Reference			Site License for 3D Software.	4,874
							Total	$17,426

Domain ☐	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☑	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 5	*Detail the action:* In an effort to reduce suspension rates and increase attendance for the chronically absent, three levels of support for students and staff to enhance positive school behavior will be refined and implemented for Tier 1-school wide, Tier 2 for "repeat offenders" and Tier 3 for students with severe behaviors. **For Tier one students**: Gaston's master schedule and program will continue to support advisory periods four days a week during which all students receive instruction in Safe & Civil common areas expectations, Olweus, Second Step lessons, student created and directed class meetings and cultural awareness. Continuing with CCI support, school personnel will be empowered to help all students behave responsibly and respectfully through school-wide common expectations supported by CHAMPS implementation and Restorative Practices. Monthly focus for staff to infuse in daily lessons will be identified as a result of our book study, "Hanging In: Strategies for Teaching the Students Who Challenge Us Most" by Jeffrey Benson. Positive student behavior and attendance recognition includes: Bengal Pride on the Prowl for students exhibiting descriptors in ROAR, our Guidelines for Success; Quarterly Rockin' Roar events; Positive postcards home; bumper stickers; quarterly celebrations of learning for students reaching set goals.

SQII Element: Chronic Absenteeism	*SQII Sub-element(s):* # of students who are chronically absent (attendance rate of 90% or less) Indicator #5942	*Site Growth Target:* Reduce % EOY 14-15 from 16.85 to EOY 16-17, 11%.	*Vendor (contracted services)* ASCD CADA Central

☐ *New Action* ☑ *On-going*	*Reasoning:* ☑ *Data* ☑ *Research-based* ☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point:
By June of 2017, the number and percentage of students who began and ended the year at Gaston and are chronically absent (attendance rate of 90% or less) will be reduce EOY 14-15 from 16.85 to EOY 16-17, 11%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)*	*Owner(s)*	*Timeline*

Plan/ Problem of Practice We want our students to live and breathe our 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 every day. We want our teachers to have tools engage, motivate, positively interact with challenging students. **Do/Implement/Collect Evidence** All students will participate in Classroom Meetings and/or Second Step lessons on Mondays and Tuesday during advisory. The remainder of the week, advisory lessons will include topics such as: Safe & Civil expectations for common areas, goal setting and cultural awareness. At the beginning of each quarter, identify and communicate Criteria for Success required for student participation in Rockin' Roar using quarterly data collected on attendance rates and behavior. Collect data on weekly suspension reports and EIIS indicators, quarterly behavior referrals and suspensions, quarterly participation rates in Rockin' Roar. Calendar book study professional learning. Collect weekly AC agendas, common assignments/assessments, CAT protocol notes, attendance rates **Study/Reflect** Weekly Suspension Reports and EIIS Indicators Quarterly review of behavior referrals Chart quarterly participations rates in Rockin' Roar for increase in the number of students eligible to participate based on attendance and suspension criteria. Review SQII Indicator 6036 to determine status of suspensions involving interpersonal conflict violations ('A' 'I' or 'R' codes). By June of 2017, the number and percentage of students who began and ended the year at Gaston and are chronically absent (attendance rate of 90% or less) will be reduced to 5.6%. **Act/What to do Next?** Celebrate accomplishments with staff. Celebrate accomplishments with students. Celebrate accomplishments with parents.	-All certificated staff -Principal Treadwell -Vice Principals Neufeld and Bordona -GLA Nichols -Longcor Campus Culture -Instructional Leadership Team -Department Accountable Communities -PE Teachers/Life Coaches -Bengal Culture and Climate Team -Fresno Street Saints -Home School Liaison -All Community Support/Volunteers and Mentors	Advisory Lessons M, T, W, F Each Department takes a theme to make up the lessons for the year. Quarterly disaggregation of referrals- GLA and Academic Counselor Interns BCC Monthly meeting- GLA Monthly book study PL- Lead Team and VPs
Explain the Targeted Actions for Parent Involvement (required by Title I): -Site Multi-disciplinary team will involve parents to assist reducing the negative student behavior		

-Team meetings of parents, students and staff will create contracts and review compacts.
-On Site Counseling provides parents workshops on modifying behaviors at home and mending relationships.
-Monthly Coffee hours to discuss academic and behavior progress and success
-Commendation for outstanding student citizenship through posting car bumper stickers
-Signature and submission of the School Compact
-A-G Parent Night, College Making it Happen Event
-Coffee Hour at Feeder Schools
-Home School Liaison will work with parents and conduct home visits and schedule appointments with site admin. Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

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

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

Specify additional targeted actions for EL students:
Bilingual interpretation when needed as advisory lessons are mostly in English.

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
Budgeted Expenditures									
5	2	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Middle School	0.1250		Transition Teacher Prep Buyout	10,551
5	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	8,000
5	2	Sup & Conc	Instruction	Materials & Supplies				ASCD Books	2,150
5	2	Sup & Conc	Instruction	Materials & Supplies				Student Incentives - Rockin ROAR	4,447
5	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Study Trips	12,000
								Total	$37,148

Domain	☐	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☑	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 6	*Detail the action:* To promote stronger social development, responsibility and a caring community, action 6 supports students that fall in to Tier two and Tier three. The transition teacher's work will support those children in Tier 2. These are students who know they are not able to respond appropriately at the moment, need to be heard, decompress and reset briefly to be able to return to their regular schedule. The transition teacher not only interacts with these students in a fair, firm, cohesive and consistent manner focusing on positive choices but also is the conduit to restore the relationship between the student and the adult. The Transition Teacher also serves as the on-site CHAMPS champion to coach classroom teachers. For our Tier three students, Gaston will use a "push-in or shadow support" where the COST team will match a tier three student with a Street Saint or Teaching Fellow during the school day for the purpose of relationship building, encouragement, and accountability. The Street Saint/Teaching Fellow will be trained to positively interact with

	students during transitions between classes and lunch time, then push into their classes throughout the afternoon to support.		
SQII Element: Suspension	*SQII Sub-element(s):* # of students who have been suspended and/or expelled. Indicator 6109	*Site Growth Target:* *Decrease suspensions by 50%. From 32.58% EOY 14-15 to 16.29% EOY 16-17*	*Vendor (contracted services)* CSUF Teaching Fellows

☐ *New Action* ■ *On-going*	*Reasoning:* ■ *Data* ☐ *Research-based* ☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point:
By June of 2017, the number and percentage of suspensions involving interpersonal conflict violations ('A', 'I' or 'R' codes) will be reduced *from 32.58% EOY 14-15 to 16.29% EOY 16-17*

	Owner(s)	*Timeline*
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)* **Plan/ Problem of Practice** The socially and emotionally challenged students that fall into Tier 2 and Tier 3 need support throughout the day. **Do/Implement/Collect Evidence** Tier 2- Transition Teacher will support students and teachers using CHAMPS and Restorative Practice. **Study/Reflect** COST will review referrals and students who move from Tier 2 to 3. This action will give another opportunity to review SQII Indicator 6036 to determine status of suspensions involving interpersonal conflict violations ('A' 'I' or 'R' codes). **Act/What to do Next?** Professional learning will be customized based on the results of the COST meeting notes and teacher feedback quarterly with the assistance of the Bengal Culture and Climate Team.	COST Team (Academic Counselor, SESS, RN, Psychologist, Administration, Mental Health *Counselor, SST team* -Instructional Leadership Team -Transition Teacher -Functional Skills Teacher -Department Accountable Communities -Bengal Culture and Climate Team	Monday COST Meetings- LSESW and Academic Counselor Monthly Culture and Climate meetings led by GLA and BC team Mondays PE teachers will train and practice directed by Kaiser. Quarterly referral review

	-On Site Counseling -Street Saints -COST -PE Teachers/Life Coaches -RN and Psychologist -Teaching Fellows -Home School Liaison -All Community Support/Volunteers and Mentors	

Explain the Targeted Actions for Parent Involvement (required by Title I):
-Site Multi-disciplinary team will involve parents to assist reducing the defiance.
-Team meetings of parents, students and staff will create contracts and review compacts.
-On Site Counseling provides parents workshops on modifying behaviors at home and mending relationships.
-Monthly Coffee hours to discuss academic and behavior progress and success
-Commendation for outstanding student citizenship through posting car bumper stickers
-Signature and submission of the School Compact
-A-G Parent Night, College Making it Happen Event
-Coffee Hour at Feeder Schools
-Home School Liaison will work with parents and conduct home visits and schedule appointments with site admin.
 Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

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

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
All students will build relationships using

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

Specify additional targeted actions for EL students:
Bilingual interpretation when needed as advisory lessons are mostly in English.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Other Pupil Services	Other Classified-Supplemental				Student Push in support for behaviors that are Tier 3	11,744
6	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	Teaching Fellows Contract	13,731
								Total	$25,475

Domain	☐	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	🟧	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 7	*Detail the action:* All Gaston Students will be enrolled in 2 elective courses that are structured to align with lunch time activities, lunch time and after school clubs as well as all Goal 2 activities.

SQII Element: Student Engagement	*SQII Sub-element(s):* Overall participation of unique students (all students, EL, Foster, SPED) who are engaged in any Goal 2 activities. Indicator # 2080	*Site Growth Target:* 100% participation from EOY 14-15 75.66%	*Vendor (contracted services)* CADA CENTRAL Gottschalks Music Home Depot Me and Eds World Wide Workshop MindCraft MonoPrice, Inc Algy Costumes and Uniforms First String Sports

			MidTown Sports
			Nasco Modesto
			FRED J MILLER
			FUSD WAREHOUSE
			Office Depot
			GW
			RICOH
			Save Mart
			Western Blue

☐ *New Action*   ■ *On-going*   *Reasoning:*   ■ *Data*   ☐ *Research-based*   ☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point:
By June 2017, 100% of students will participate in goal 2 activities with two electives as their support. EOY 14-15 percentage is 75.66.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	*Owner(s)*	*Timeline*
Plan/ Problem of Practice Students will have two elective courses and a goal 2 connection to one of their elective themes per semester. **Do/Implement/Collect Evidence** Club membership and review of Atlas scanner results **Study/Reflect** COST team and leadership team, athletic direction, campus culture and administration will review which students have been successful and include that participation in the quarterly awards assemblies. HSL and COST team will reach out to those who have gaps. **Act/What to do Next?** Celebration with staff, students and parents.	Campus Culture Elective Teachers Academic Counselor Athletic Director After School Program Director Dance Instructor Certificated Staff Transition Teacher	Quarterly review of club membership and Atlas scanner results. Academic Counselor/AD and CC June 2017

Explain the Targeted Actions for Parent Involvement (required by Title I):
-Goal 2 Update will be a standing agenda item on all parent meetings.
-School Messenger will be used to inform parents of upcoming opportunities for students to get involved.
The main contact being the Home School Liaison. Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

Describe related professional learning:
Time for Elective Teachers at minimum once per semester but max 4 times per year to collaborate and plan.

-After School Program Applications and Attendance

-Student Survey Results

-Goal 2 Indicators/Engagement Report in ATLAS

-Select Staff will attend CADA Conference

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

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
100% of our students will have access to a rich elective opportunity.
-Culminating Projects from clubs shared school wide (BSU and Show Choir- celebrating Black History Month, Voices Unidas and Latino Studies celebrating Cesar Chavez and 16th of September with folklorico group and Tournament of Technology are just a few of the clubs evolving at Gaston Middle School.)
-Costumes, Props, Incentives and opportunities to show case.
Specify additional targeted actions for EL students:
-All recruitment for activities will be provided in students primary language
-Additional School Messenger and Communication from the Home School Liaison will be made to keep families informed of opportunities
-Heterogeneous grouping for student support

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Handicapped, Severely	0.1250		Functional Skill Teacher Prep Buyout	11,065
7	3	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Middle School	0.1250		Athletic Director Prep buyout	10,551
7	3	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitutes for Elective Teachers	4,821
7	3	Sup & Conc	Instruction	Travel				CADA Conference	5,000
7	3	EL	Instruction	Books & Other Reference				Mango Language License	3,390
7	3	Sup & Conc	Instruction	Direct-Maintenance (Dr)				General Maintenance	1,000
								Total	$35,827

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Gaston - 0575

ON-SITE ALLOCATION

3010	Title I	$57,310 *
7090	LCFF Supplemental & Concentration	$156,729
7091	LCFF for English Learners	$72,771

TOTAL 2016/17 ON-SITE ALLOCATION   **$286,810**

*	Title I requires a specific investment for Parent Involvement	
	Title I Parent Involvement - Minimum Required	$1,550
	Remaining Title I funds are at the discretion of the School Site Council	$55,760
	Total Title I Allocation	$57,310

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

2016-2017 Budget for SPSA/School Site Council

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

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.750		42,012.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Tutoring by Certificated Teachers	12,577.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Materials, Supplies, and Technology	26,602.00
1	1	Sup & Conc	Instruction	Copier Maint			: Ricoh Copier Maintenance	6,000.00
1	1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			: Ricoh Copier Lease	13,476.00
2	1	Title 1 Basic	Parent Participation	Cls Sup-Ovr			Translation for Parent Meetings	886.00
2	1	EL	Instruction	Teacher-Supp			Tutoring by Certificated Teachers	19,970.00
2	1	EL	Instruction	Subagreements			Other* : Technology Professional Services with Troxell to support Math Academics	30,702.00
2	1	EL	Instruction	Direct Trans			: Transportation	8,324.00
2	1	EL	Instruction	Direct-Graph			: Graphics	2,000.00
2	1	EL	Instruction	Direct-Other			: CELDT Assessors	2,000.00
2	1	EL	Instructional Administration of Sp	Oth Cls-Supp			Dance Instructor	2,935.00
2	1	EL	Parent Participation	Mat & Supp			: Parent Meeting Food and Supplies	2,450.00
2	1	EL	Attendance & Social Work Service	Local Mileag			: Mileage	1,000.00
4	1	Title 1 Basic	Instruction	Bks & Ref			: Site License for 3D Software.	4,874.00
4	1	Title 1 Basic	Instruction	Subagreements			Other* : Technology Professional Services with Troxell Communications to support Math Academics	9,538.00
4	1	Sup & Conc	Instruction	Direct-Maint			: Technology Maintenance	3,014.00
5	2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.125	Transition Teacher Prep Buyout	10,551.00
5	2	Sup & Conc	Instruction	Mat & Supp			: Student Incentives - Rockin ROAR	4,447.00
5	2	Sup & Conc	Instruction	Mat & Supp			: ASCD Books	2,150.00
5	2	Sup & Conc	Instruction	Direct Trans			: Study Trips	12,000.00
5	2	Sup & Conc	Instruction	Direct-Graph			: Graphics	8,000.00
6	2	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows : Teaching Fellows Contract	13,731.00
6	2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Student Push in support for behaviors that are Tier 3	11,744.00
7	3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Handicapped, Severely	0.125	Functional Skill Teacher Prep Buyout	11,065.00
7	3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.125	Athletic Director Prep buyout	10,551.00
7	3	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Elective Teachers	4,821.00
7	3	Sup & Conc	Instruction	Travel			: CADA Conference	5,000.00
7	3	Sup & Conc	Instruction	Direct-Maint			: General Maintenance	1,000.00
7	3	EL	Instruction	Bks & Ref			: Mango Language License	3,390.00

$286,810.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$57,310.00
Sup & Conc	7090	$156,729.00
EL	7091	$72,771.00
Grand Total		**$286,810.00**

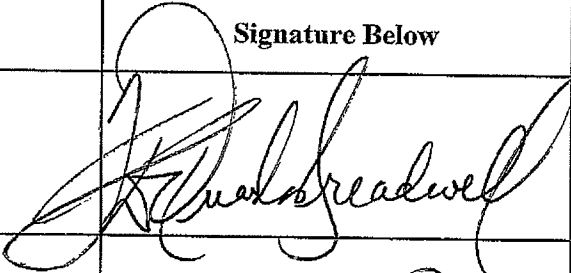| Domain Totals	Budget Totals
Academic	$188,360.00
Culture & Climate	$35,827.00
Social/Emotional	$62,623.00
Grand Total	**$286,810.00**

04/22/2016

E.1. Assurances

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

E.2. School Site Council

School Site Council List					
Member Name	**Principal**	**Classroom Teacher**	**Other Staff**	**Parent/Community Member**	**Secondary Student**
1. Principal - Felicia Treadwell	X				
2. Chairperson – Jose G. Mendez				X	
3. Sharon Williams				X	
4. Roseanna Montoya				X	
5. Anthony Morales					X
6. Jourdan Williams					X
7. Miracle Grace					X
8. Daniel Thomas		X			
9. Susan Rodriguez		X			
10. Peter Beck		X			
11. Amber Curtis		X			
12. Sandra Gutierrez			X		
13.					
14.					
15.					
☐ ELAC operated as a school advisory committee. ☒ -ELAC voted to fold into the SSC – Date: 9-30-16.					

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

E.3. Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	Felicia D. Quarles Treadwell		March 30, 2016
SSC Chairperson	Jose G. Mendez		March 30, 2016

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

Rutherford B. Gaston Middle School   Title I SWP-0575