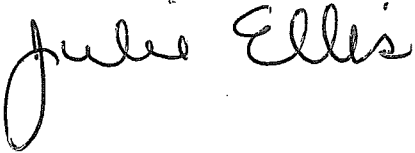


Scandinavian Middle

10621666006480

Principal's Name: Julie Goorabian-Ellis

Principal's Signature: 

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

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

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

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

Consolidated Program Assurances

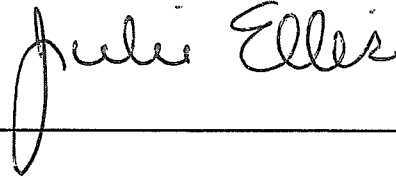

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Julie Goorabian-Ellis	X				
2. Chairperson - Donna Cardono		X			
3. Summer Gaston-Gehris			X		
4. Marilyn Hernandez		X			
5. Lindsay Richina		X			
6. Michael Guerra		X			
7. Sarah Brown					X
8. Jack Mejia				X	
9. Wendy Mejia				X	
10. William Brown				X	
11. Yvette Beck				X	
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>3/14/17</u>

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Julie Goorabian-Ellis		3-16-17
SSC Chairperson	Donna M. Cardona		3-16-17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Scandinavian - 0415

ON-SITE ALLOCATION

3010	Title I	\$54,771 *
7090	LCFF Supplemental & Concentration	\$179,876
7091	LCFF for English Learners	\$64,389
TOTAL 2017/18 ON-SITE ALLOCATION		\$299,036

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,276
Remaining Title I funds are at the discretion of the School Site Council	\$53,495
Total Title I Allocation	\$54,771

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	8/17	N/A ³	18.92%	25.17%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	9/17	N/A ³	8.32%	11.54%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	4/17	0.00% ⁴	54.46%	54.21%	48.22%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	14/17	N/A ⁷	N/A ⁷	14.68%	26.59%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A ^{8*}	N/A ⁸	N/A ⁸	0.00%	9.54%	•LCAP Dashboard - 4PupilAchievement

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English	11/16	8.45%	23.37%	15.38%	9.15%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL

		Learner students redesignated (current progress).						Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input checked="" type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	3/17*	14.29%	41.67%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	9/16	63.59%	58.87%	57.34%	49.66%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	14/17	93.29%	93.90%	93.96%	94.13%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	9/17	18.76%	16.93%	15.45%	15.10%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	5/17	N/A ¹⁰	N/A ¹⁰	33.55%	31.35%	•LCAP Dashboard - 5PupilEngagement
<input checked="" type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	9/17	42.03%	4.12%	2.76%	18.15%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	14/17	41.77%	37.04%	40.26%	28.55%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input checked="" type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	10/17	0.92%	0.14%	0.66%	0.25%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	1299	Number and percentage of 7th-8th grade students who dropped out	8/17	0.66%	0.82%	1.05%	0.25%	•LCAP Dashboard - 5PupilEngagement
<input checked="" type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	13/17	66.40%	95.20%	75.13%	94.16%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture -

<input type="checkbox"/>	7137	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	11/17	N/A ¹³	N/A ¹³	57.91%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7136	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	13/17	N/A ¹³	N/A ¹³	65.62%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7139	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	16/17	N/A ¹³	N/A ¹³	50.54%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

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

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

Elementary Segment Example:

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

High School Segment Example:

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

Instructional supervisor name will appear once approved

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

Last Edit: Summer.Gaston-Gehris - 03/08/2017

Save

Scandinavian Middle 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

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

School Quality Review

SQI Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	26.34	21.34	

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

Detail the Action

Scandinavian will provide comprehensive support to All students who have at least 1 "D or F" and or/have a GPA below a 2.0 .Guidance will provide college and career readiness student profile, awareness of A-G requirements and 6 year educational plan by implementing academic intervention, and guidance on goal setting and next action steps for improvement.

Develop High performing AC teams whose members work interdependently to achieve common goals for which members will be focused on using data to drive instruction for improvement and increased student achievement where all members are mutually accountable. AC will focus on Grade data as well as student ownership to maximize achievement results. Teachers will implement challenging content, differentiate instruction and provide academic intervention an enrichment during instruction, at lunch and after school as needed. Teachers will progress monitor daily through formative assessments as the effectiveness of intervention/enrichment by monitoring grades/assessments. Students will also be provided with a detailed report of any missing assignments/failed test and given an opportunity to remedy a failed grade. Teachers will provide students additional intervention outside of class until they achieve a "C" or above and grades will continue to be monitored as well as have goal setting and grade chats.

SMART Goals

By May 2018 there will be an increase of students who are high school ready based on D/F grades in Math/ELA. CORE High School readiness will increase by 5% from 47% to 52%.

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

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

Owner(s):

Timeline:

- Comprehensive Progress monitoring in ELA & Math. Teachers will run pre-progress reports every 3 weeks. Any students with a "D" and/or "F" in high school readiness core classes will attend intervention tutoring to improve their grades.

- Teachers/GLC & GLA

- GLC/GLA Quarterly Monitor and every 3 weeks teachers.

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

- Weekly common formative assessments will be implemented and followed up with data analysis and a plan for targeted intervention with the use of tutoring and PLUS teachers. Students who are not on target will remain with their Core teacher for strategic intervention and students that are on target will go to their PLUS teachers for enrichment. Data will be shared during Professional development on the progress of the tutoring/intervention program.

Owner(s):

- Teacher/PLUS teacher

Timeline:

- Weekly

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

- ATLAS student grade data reports.

Owner(s):

- GLC

Timeline:

- GLC will print out and distribute to Warrior Connect teachers at Progress reports/report card timelines

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

- GLA and Academic Counselor will implement guidance on goal setting and action steps for improvement. Students will be provided with a college and career readiness student profile, awareness of A-G requirements and 6 year educational plan that will be monitored through EHS/ATLAS.

Owner(s):

- GLA/GLC

Timeline:

- Quarterly

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

- Academic Counselor will progress monitor caseload every progress report/grade reporting period with goal setting and next action steps

Owner(s):

- GLC

Timeline:

- Quarterly

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

- AC Data Chats/PLUS grade data chats with a focus on literacy and performance in content areas through use of digital literacy. Action Plan for Improvement Development.

Owner(s):

- AC's, Principal/VP/GLA

Timeline:

- Progress report timeline

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

- AC Agendas will be pre-approved and minutes collected for meetings, AC meetings and planning time will focus on the four grounding questions with emphasis on "What do we do when they have not learned?" Focus will be on providing targeted and timely intervention and enrichment.

Owner(s):

- AC Teams/Principal

Timeline:

- Weekly

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

- Parents will be notified of student's grades and tutoring/enrichment options at progress report/report card intervals and every 3 weeks for D's & F's ; GLC/GLA/Teachers.
- Parent Coffee Hour Parents will be trained on how to use ATLAS to monitor grades
- Parent teacher conferences
- SSC/ELAC will have a meeting to focus on CORE High School Readiness
- Student celebrations for improvements

Describe Related Professional Learning:

- Professional Learning dedicated to comprehensive use of illuminate common formative assessments, differentiating instruction, and flexible grouping. Teachers will utilize the books, **Learning by Doing & Tier I Intervention**
- SPED students will be monitored by SPED teachers and Case Managers based on IEP goals.
- AC teams will implement common grading policy on research based best grading practices studied
- Professional learning and resources to develop instructional strategies, common assessments and student

- *College Making It Happen: Students will have the opportunity to participate in college and career readiness with a special night dedicated to providing information to parents regarding making college happen including parent incentives to promote making their child's future a priority.*

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

- *Students will receive direct instruction with challenging content as well as differentiated instruction within instructional time*
- *Inside and outside of the classroom time (tutoring at lunch/after school) to support their needs. Teachers will have supplemental contracts approved for tutoring.*
- *School wide grade tracking and goal setting with the use of academic planners.*
- *Students will utilize digital resources that align with practice and assessment with SBAC administration.*
- *Students will participate in strategic intervention groups after data from common formative assessments are analyzed.*
- *Quarterly students will be recognized for academic growth (GPA) certificates, trophies, medals, food for celebrations.*
- *Implementation of career pathways/technical education course and rigorous high school electives.*
- *Mentoring program for eligible students.*
- *Supplemental activities and progress monitoring for SPED/functional skills students. Case Managers will monitor IEP Goals (at the Quarter report card) and grades for all students on caseload at progress reports and end of reporting periods. Intervention will be provided for all students earning a grade of D or F in any Core Class.*
- *District adopted curriculum and instructional materials & supplies.*
- *Students receiving below a 2.0 will be meeting with a mentor (Plus Teacher) every 3 weeks to support them with organization strategies, goal setting.*
- *Academic Counselor with support from Warrior Connect Teachers and Plus Teachers will target all students who have at least 1 "D" or "F" and meet each student on a 3 week basis to provide guidance to students on goal setting and next action steps.*
- *Students will have opportunities to participate in career pathways/technical education courses, and rigorous high school credit electives through middle school redesign model.*

performance outcomes.

- *AC teams will continue work on identifying essential standards, common formative assessments and performance tasks for these standards. Consistently review and analyze student work to increase proficiency levels.*
- *Staff will use the Instructional Practice Guide in ELA and Math in all all content areas to plan instruction that includes actions in each tenant.*
- *Staff will attend district workshops/training needed for adoption of new curriculum.*

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

- *PLUS teachers will meet with EL students to Quarterly monitor academic progress in all classes.*
- *EL Students will be given clear instructions on academic vocabulary. Instruction will be targeted/differentiated and aligned to EL standards in listening, speaking, reading and writing as part of the integrated program.*
- *EL students will be given a PLUS teacher that will guide them in setting goals for redesignation. PLUS teachers will monitor grades for a D/F in ELA/Math.*
- *Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning. Implementation of site EL Plan and AC EL Plan components. EL student progress will be monitored by teachers using the Redesignation Goal Setting Report in Atlas*
- *ELD classes for newcomers.*

Scandinavian Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				substitute salaries	\$ 6,253.00
1	2	Sup & Conc	Parent Participation	Classified Support-Supplemental				classified support supplemental	\$ 964.00
1	1	LCFF: EL	Instruction	Other Classified-Supplemental				classified supplemental	\$ 1,343.00
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				teacher substitute salaries	\$ 3,046.00
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				teacher supplemental	\$ 16,944.00
1	2	Title 1 Basic	Instruction	Other Classified-Supplemental				classified supplemental	\$ 964.00
1	2	Title 1 Basic	Parent Participation	Classified Support-Supplemental				parent meetings: babysitting, translating, school events	\$ 2,530.00
1	1	Sup & Conc	Parent Participation	Materials & Supplies				Materials & Supplies	\$ 5,406.00
1	1	LCFF: EL	Instruction	Materials & Supplies				materials & supplies	\$ 2,500.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				graphics	\$ 11,461.00
1	1	Title 1 Basic	Instruction	Direct-Graphics (Dr)				graphics	\$ 1,444.00
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent participation,communication	\$ 1,783.00
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating				prof/consulting & operations	\$ 184.00
								Total	\$ 54,822.00

Action # 2

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	25.17	30.17	

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

Detail the Action

Scandinavian will implement a comprehensive reading support through Springboard and intervention program to include challenging content focused on high quality text, intervention and acceleration during class and outside of class to support students who need more time and support. The majority of instructional time will be spent reading, writing and listening to complex text. Content in all classes will include strategies to promote critical thinking through complex text, talk and task based on Grade level CCSS. Students will have access to digital literacy in all content classes as well additional tutoring outside of the instructional day.

SMART Goals

Scandinavian Middle School is committed to the Regional Goal of having students reading on grade level. This will be measured by students success on District Interim and SBAC testing results. By May of 2018 students will increase meeting or exceeding grade level standards on CAASPP by 5% for English (SQII 3165) from 26.3 to 31.3.

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

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

- Teachers will use fall DRP data, district/state common assessments to be strategic in their planning for reading/reading comprehension.

Owner(s):

- Teachers/VP

Timeline:

- Site DRP timelines

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

- Academic literacy across the curriculum using claim, evidence and reasoning to focus on and promote challenging content and increase student reading level. ELA will use common curriculum and learning targets when unpacking standards as well as using student work protocol to calibrate proficiency.

Owner(s):

- Admin/Teachers

Timeline:

- Monitor quarterly

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

- Full implementation of challenging content targeting CCSS across all content areas: Classroom Walkthrough Data Tool focused on **the IPG shows overall 67%of teachers implementing challenging content 2-A at level 3-mostly, 60% tenant 2-B.** Weekly admin will monitor implementation of complex text, talk and task through walkthrough data and collection of common formative assessments as evidence.

Owner(s):

- Admin/Teachers

Timeline:

- Weekly data collection .Common formative assessment data reviewed quarterly

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

- Full implementation of Ownership where students are responsible for doing the thinking in the classroom through persistence with challenging tasks, text evidence, productive struggle, share their developing thinking, elaboration on initial thoughts, student discourse on asking questions about one another's thinking, and independence in reading and writing as measured by walkthrough data and collection of formative assessments as evidence. Current data shows 66% mostly in ELA & 50% in Math with a 10% goal increase.

Owner(s):

- Admin

Timeline:

- Weekly data collection .Common formative assessment data reviewed quarterly

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

- Accountable communities collaborate to create, evaluate and analyze data to increase student performance through complex text, talk and tasks around challenging content and student ownership to promote reading comprehension at higher levels.

Owner(s):

- Teachers/AC Teams

Timeline:

- Monthly

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

- AC Teams will create common formative assessments based on the CCSS and scope and sequence, essential questions, DOK, foundations, and Springboard.

Owner(s):

- Teachers/AC teams

Timeline:

- Monthly

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

- Continued training in Springboard Digital, Teacher Talk Moves/speaking stems for students, Discussion Stems, Socratic Seminar and scaffolding strategies for EL, effective note taking in all content areas.

Owner(s):

- Buyback, PL early dismissal days

Timeline:

- Quarterly

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

- Goals will focus on increased literacy and performance in content areas through daily opportunities using digital literacy.

Owner(s):

- Teachers

Timeline:

- Daily

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

- CCI through data review, target setting goals, action plans, identifying best teaching practices, strengths and challenges, teachers will develop a strategic, targeted approach to teaching, this targeted approach of developing department/grade level common core lessons using digital literacy and literacy design collaborative mini tasks and performance task within the Middle School Redesign and PLUS iPL model.

Owner(s):

- Teachers/Admin

Timeline:

- Quarterly Review Progress

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

- Ongoing training through FUSD instructional commitments: Increase complex talk, text, and tasks through reading, writing, listening and speaking in complex text through district adopted curriculum. Engage students in grade level standards through the use of CCSS and scope and sequence planning. Engage students in higher level thinking using DOK levels 3-4. Implementation of common formative assessments that are SBAC aligned with instructional practice guides.

Owner(s):

- Teachers/Admin/iPL Trainers

Timeline:

- Bi-weekly training and AC Planning days

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

- *Student ELA common formative assessments will be monitored for met or standard exceeded as an indicator for SBAC with a goal of 5% increase from 26.3% to 31.3% (SQII 6256).*

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

- *Parents will be notified of student's DRP scores/ illuminate/district interim with an explanation to what is expected at grade level and what parents can do at home for intervention.*
- *Parent Coffee Hour to address parent knowledge of DRP/illuminate/district interim/ and reading comprehension CCSS.*
- *Parent Conferences/ Back to School Night*
- *Student celebrations/Students making growth.*
- *Translators for parents*
- *Parent University classes, ELAC & SSC to review student data*

Owner(s):

- *AC Teams/ Admin.*

Timeline:

- *Quarterly/Monthly/Weekly*

Describe Related Professional Learning:

- *Planning/training focused on literacy/reading comprehension.*
- *Staff will read: Best Practices at Tier 1 by Mattos; Visible Learning for Literacy and Rigorous Reading by Fisher ,Frey.*
- *PL opportunities will include complex text, talk and task as well as Vocabulary for content areas to support ELA/Math, student discourse and accountable talk strategies.*
- *Teachers will have opportunities to attend training, conferences, focused on disciplinary literacy strategies.*
- *PL with an emphasis on literacy skills across the curriculum*
- *Resources for professional learning opportunities to develop instructional strategies, assessments and collaboration time to calibrate student performance outcomes. Time will be given to target and deconstruct essential standards.*
- *Teachers will consistently review and analyze student work to calibrate proficiency levels and increase student performance in each grade level and subgroup.*
- *Common planning time will be designed around departmental needs through the CCI, reviewing data, setting target goals, and action plans, identifying best teaching practices, strengths, challenges, and teachers will develop a strategic targeted approach to teaching.*
- *Instructional leadership team will develop and implement PL opportunities which will include: complex text, task, talk, accountable talk, writing strategies, academic vocabulary for content areas to support, classroom foundations, four essential questions, how increase literacy and performance in content areas, data analysis and action planning through CCSS, scope and sequence and district adopted curriculum.*
- *Teachers will have the opportunity to collaborate with the PLUS team to conduct peer lesson observations to support in specific identified areas based on student assessment results.*
- *Staff will have opportunities for peer observations on/off campus with subs provided quarterly to empower their knowledge as use of engaging students in grade level complex texts through RWSL tasks that are aligned to state standards*
- *Plus team will facilitate peer coaching of best practices each cycle to include: clarity, close reading, student discourse and ownership.*

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

- Students will receive tiered levels of support based on common formative assessment analysis.
- Students will be offered tutoring at lunch and after school based on grades and test scores to close the achievement gap.
- Students will utilize digital resources in literacy and math
- Library will purchase books, workbooks, online and print subscriptions, technology to give students access to reading materials at their level. Students will also have the opportunity to participate in Million Word Club.
- All students will participate in grade tracking and goal setting and mentoring support through PLUS
- Students will have academic planners for goal setting, college and career readiness profile, and 6 year educational plan as well as organize assignments, calendar and provide parent communication.
- Students will receive recognition for meeting growth goals on DRP
- Students will have opportunities to receive support from Warrior Connect teachers and PLUS teachers when setting and monitoring goals.

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

- EL students not meeting goals for redesignation will meet in flexible intervention groups through PLUS teachers every other week until they reach the level for redesignation.
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning. Implementation of site EL Plan and AC EL Plan components.
- ELD Classes for newcomers

Scandinavian Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
2	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				sub salaries	\$	1,743.00	
2	1	Title 1 Basic	Instruction	Materials & Supplies				materials & supplies	\$	12,718.00	
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				technology resources	\$	8,134.00	
2	1	Sup & Conc	Instructional Supervision & Administration	Materials & Supplies				materials & supplies	\$	5,000.00	
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Equipment	\$	4,742.00	
2	1	LCFF: EL	Parent Participation	Direct-Graphics (Dr)				Graphics	\$	300.00	
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				direct maint.	\$	600.00	
								Total	\$	33,237.00	

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	11.54	16.54	

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

Detail the Action

Scandinavian Middle School will implement a comprehensive mathematics program, with an emphasis on students scoring significantly below grade level as measured by the SBAC, and FUSD interim assessments. McLane Regional Goal to implement the GVC with fidelity and to the depth of the grade level standard.

Admin and PLUS team will continue to provide professional learning/feedback on implementation of the eight mathematical practices, state standards, and the level of challenging content and student ownership calibrated by the instructional practice guide for mathematics. Core and PLUS teachers will target intervention for students scoring below grade level based on SBAC. Students that continue to perform below grade level based on grade data, interim and common formative assessments will continue to be strategically targeted for intervention based on specific grade level clusters/standards. Students will be pulled for small group intervention based common formative assessments monthly to ensure progress and demonstration of knowledge in grade level content.

SMART Goals

- By the fall of 2018 There will be an increase in students who scored standards met/standards exceeded by 5% as measured by Math SBAC (SQII 11.6% to 16%). Scandinavian Middle School will monitor students' progress through daily formative assessment and weekly common formative assessment, grade level data, common formative assessments based on grade level tasks, and interim assessments.

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

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

- Comprehensive progress monitoring of Math grades. Teacher will run pre-progress reports Every 3 weeks. Any student receiving a "D or F" will receive a referral for tutoring and a phone call home.

Owner(s):

- Teacher

Timeline:

- Every 3 weeks

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

- Monthly common formative assessments will be monitored. Students receiving a failing grade on this assessment will receive intervention with their core teacher based on the grade level clusters/standards tested. Students who pass this assessment will go to enrichment with their PLUS teacher.

Owner(s):

- Teacher/PLUS Teacher

Timeline:

- Monthly/ 2 times a quarter

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

- *Interim assessments will be monitored and interventions put in place. Students receiving a failing score on this assessment will receive intervention /enrichment with their core/PLUS teacher based on the grade level clusters/standards tested.*

Owner(s):

- *Teacher/PLUS teacher*

Timeline:

- *After interim assessments*

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

- *Weekly walkthrough data will chart implementation of challenging content based on the Instructional Practice Guide tenant 2A challenging content & 2B practices of challenging content as well as the Eight Mathematical Practices and the implementation/use of technology resources.*

Owner(s):

- *Administration/Peers*

Timeline:

- *Weekly-Admin & quarterly peer observations*

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

- *Weekly walkthrough data will chart implementation of student ownership with a focus on student discourse in mathematics. Students will be responsible for doing the thinking in the classroom through mathematical practices. This will include students relating problems, displaying perseverance, opportunities for productive struggle, share developing thinking, elaborate on initial thoughts, talk and ask questions about each other's thinking, justify their conclusions, communicate conclusions to others and respond to arguments, revise work, use mathematical language and appropriate tools.*

Owner(s):

- *administration/Peers*

Timeline:

- *Weekly-Admin & Quarterly peer observations.*

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

- *Student Math common formative assessments will be monitored for met or standard exceeded as an indicator for SBAC with a goal of 5% increase from 9.52% to 14.52% (SQII 6258).*

Owner(s):

- *ACTeams/ Amin.*

Timeline:

- *Quarterly/Monthly/ Weekly*

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

- *Every 3 weeks for D & F grades will be reported and will be sent home*
- *ATLAS training for parents will be provided*
- *Parent coffee hours will include an overview of grade level expectations in math.*
- *Parent workshop on how to use the technology components of the new math adoption for families at home.*
- *Parent university classes and campus tours*
- *ELAC & SSC review of math student quarterly data*

Describe Related Professional Learning:

- *Training on School Messenger*
- *District buyback will include a review of the State Standards in Mathematics and the eight mathematical practices, unpacking standards, identifying learning targets, lesson planning using best practices to involve students in the learning and taking ownership of thinking and discussion.*
- *iPL math trainings*
- *On-Site staff collaboration during accountable communities trainings after looking at data and determining additional methods needed for re-teaching*
- *Mathematics as an academic literacy which includes reading and writing in mathematics*
- *Additional AC time for teachers to utilize the CCI over winter, spring and summer breaks.*
- *PL to integrate all digital components of Go Math, Math personal Trainer to support the needs of students.*
- *Additional support from district math coaches as well a cycle of observation and review with elementary feeders and regional middle schools.*
- *Teachers will discuss instructional practices related to student performance of each CFA and plan actions to improve instruction.*

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

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

- ***Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning.***

- All students will receive math instruction from a teacher utilizing state standards and the new math adoption.
- Students receiving a failing score on common assessments will be given intervention opportunities inside/outside the school day.
- Following common formative assessments students needing re-teaching/enrichment will be grouped and receive intervention/enrichment with their core teacher/Plus teacher.
- Students will be allowed opportunities for tutoring outside of the instructional day in small groups with teachers through supplemental contracts.
- Computers and technology components of Go Math new adoption will include Math Personal Trainer and be made available to students.
- Performance Tasks will be integrated into instruction quarterly to include target questions aligned with SBAC.

Implementation of site EL Plan and AC EL Plan components.

Scandinavian Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
3	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				teacher sub salaries	\$	5,812.00	
3	1	Sup & Conc	Instruction	Materials & Supplies				materials & supplies	\$	61,501.00	
3	1	LCFF: EL	Instruction	Non Capitalized Equipment				materials & supplies	\$	14,080.00	
3	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology; equipment	\$	5,606.00	
Total									\$	86,999.00	

Action # 4

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

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	9.15	14.15	

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

Detail the Action

Scandinavian Middle School will identify and target second language learners who have been continuously enrolled for more than 5 years for Redesignation and students will set goals to make at least one years growth towards proficiency and redesignation. All teachers will implement an integrated model of ELD that is aligned with the ELD standards in all content areas to ensure students receive scaffolding opportunities to develop language and practice writing. All ELL students will be identified and assigned a PLUS teacher/case manager to monitor their progress. All ELL students will attend quarterly redesignation counseling where they will goal set. SPED support will be provided to students to ensure a language goal is included in IEP's. Co-Teachers will support with language development. All ELL newcomer students will receive designated instruction to meet their academic needs.

SMART Goals

- Regional Goal of Redesignation of EL students. By May of 2018 5% more students will be eligible for redesignation from 9.15% to 14.15% as monitored through CELDT redesignation criteria.
- Regional Goal of Redesignation of EL Students. By May 2018 CELDT data will indicate that 5% of ELL's who have been continuously enrolled for more than 5 years and have not yet been redesignated will move at least one proficiency level from 49.33% to 54.33% (SQII 2358) through strategic monitoring by PLUS and implementation of training of teachers through PLUS team on the EL frameworks/standards and how they can plan/incorporate these standards across the curriculum in listening, speaking, reading, and writing.

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

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

- Students will be counseled on achievement and gaps. Criteria for success goals will be set for students to advance at least one proficiency level and documented on ATLAS.

Owner(s):

- PLUS

Timeline:

- Quarterly

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

- PLUS team will implement the CELDT test. Prior to CELDT testing the PLUS team will have data chats with students. Students will be updated on their current EL status and set goals to progress at least one proficiency level.

Owner(s):

- PLUS/GLA

Timeline:

- September 2017

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

- PLUS team will progress monitor redesignated students for satisfactory progress.

Owner(s):

- PLUS

Timeline:

- Quarterly

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

- SPED teachers will monitor the progress of their students with IEP goals being monitored.

Owner(s):

- SPED Teachers/Case Managers

Timeline:

- Quarterly

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

- Parent Coffee Hour will review expectations of redesignation as well as aspects of the CELDT test
- HSL to translate and facilitate 4 ELAC meetings with GLA
- District guest from English Learner Services will be invited to speak with parents

Describe Related Professional Learning:

- Teachers will receive training on integrated and designated strategies to meet ELL student's needs.
- Teachers will receive training from the PLUS team on the EL frameworks/standards and how they can plan/incorporate these standards across the curriculum in listening, speaking, reading, and writing.
- Teachers will be trained on the EL components of Springboard and other district adopted curriculum.
- PLUS will go to CELDT assessment training.
- Teachers will correlate ELD standards to content standards in lesson planning to include reading, writing, listening & speaking.

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

- Students will be assigned a PLUS teacher/case manager that will counsel them and well as progress monitor them.
- Students will receive goal setting and criteria for success for CELDT redesignation.
- Students will be given opportunities to practice listening, speaking, reading and writing across the curriculum as well as exposure to digital literacy.
- Student not meeting CELDT criteria for redesignation will receive intervention, tutoring, and reading intervention to ensure transition to language proficiency. FEPR students that continue to meet goals will have enrichment opportunities.
- Redesignated students will be recognized and awarded as well as progress monitored.

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

- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning. Implementation of site EL Plan and AC EL Plan components.
- EL Coach will train Math teachers on writing in Math and implementing student discourse.

Scandinavian Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.1250				\$ 4,252.00
4	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3125				\$ 10,632.00
4	2	LCFF: EL	Instruction	Other Classified-Extra Time				other extra		\$ 9.00
4	2	Title 1 Basic	Parent Participation	Other Classified-Supplemental				babysitting		\$ 602.00
4	2	LCFF: EL	Parent Participation	Materials & Supplies				parent meetings, materials		\$ 1,990.00
4	2	LCFF: EL	Instruction	Direct-Graphics (Dr)				graphics		\$ 224.00
4	2	LCFF: EL	Instruction	Direct-Graphics (Dr)				graphics		\$ 2,043.00
4	2	Title 1 Basic	Parent Participation	Materials & Supplies				parent participation		\$ 1,000.00
								Total		\$ 20,752.00

Action # 5

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

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	14.81	12.81	

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

Detail the Action

Scandinavian has a comprehensive school wide action plan to increase ADA by 2%.

Regional goal to decrease chronic absenteeism by 3%.

Monitor attendance data by-Satisfactory, Manageable, Chronic and severe and assign these categories for targeted action. Satisfactory students and students with improved attendance will receive incentives. Students that are manageable will be counseled by SESS on how to improve. Chronic and Severe students will conference and have home visits. Attendance workshop with VP, SART process with social worker.

SMART Goals

EOY 2018 goal of 95% from 94.20% (SQII 48) attendance. EOY chronic goal 14.81% to 12.81% and eliminate our severe chronic from 5.05% to 3.05%. This will be done through a comprehensive and strategic action plan to encourage positive attendance rates with incentives and supports put in place.

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

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

- Daily Review ATLAS for ADA

Owner(s):

- Admin/Attendance clerk.

Timeline:

- Daily Monitor ADA on ATLAS

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

- Review EIIS data to strategically target and increase manageable student attendance.

Owner(s):

- Admin/Attendance clerk/Social Worker

Timeline:

- manageable students Weekly/monthly, quarterly

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

- Document phone logs, parent and student contact related to attendance on ATLAS.

Owner(s):

- Admin/Attendance clerk/Social Worker/HSL

Timeline:

- Weekly contact and log

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

- GLA, Social Worker and VP will target manageable students and log contact.

Owner(s):

- GLAVP

Timeline:

- Monthly

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

- Teachers monthly will track the "Keep it 100" students & classes.

Owner(s):

- Teachers

Timeline:

- Monthly

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

- Monthly/ Quarterly Social Emotional Counselor and GLA will track/identify perfect 100% and 95% attendance students.

Owner(s):

- Social Emotional Counselor/ GLA

Timeline:

- Monthly/Quarterly

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

- Weekly the principal will check perfect attendance and select students for incentives.

Owner(s):

- principal

Timeline:

- weekly

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

- Tardy Sweeps will be conducted to target students being in class on time. The tardies will be tracked and monitored by the VP. Students with chronic tardies will be counseled and a phone call home continued repeated tardies will receive lunch or after school behavior intervention.

Owner(s):

- VP

Timeline:

- Weekly

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

- Parent meetings on attendance quarterly
- HSL to call home/ home visits for at risk students
- VP will contact parents for attendance meetings
- Social Worker will contact parents for SART meeting.
- VP & GLA will contract manageable students' parents and encourage good attendance.
- VP, GLA, GLC will contact parents in regards to tardies.
- Parent Coffee Hours to include training on attendance by Social Emotional Counselor and Home School Liaison

Describe Related Professional Learning:

- Teachers will review attendance data and given strategies to improve attendance and tardies daily.
- Teachers will be given tools(incentives) to help improve attendance and tardies to include goal setting and strategies to support improved attendance during Warrior Connect and or Plus classes.

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

- Students will participate in rallies and expectation talks on attendance
- Students will be given the opportunity to improve their attendance on a weekly basis to qualify for the principal's incentive drawing.
- Monthly classrooms can compete for 100% attendance (Keep it 100) and receive an incentive.
- Students will be honored quarterly for perfect attendance and 95% attendance
- Students will receive incentives for improved attendance weekly by the Principal.
- Semester students will be able to participate in an incentive field trip when identified with 95% attendance

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

- EL students will be counseled on their attendance quarterly by their PLUS teacher. Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning. Implementation of site EL Plan and AC EL Plan components.

and above.

- Students will receive guidance and goal setting strategies to improve attendance through Plus classes and during Warrior Connect.

Scandinavian Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Extra Time				attendance, parent outreach	\$ 2,095.00	
5	2	LCFF: EL	Instruction	Materials & Supplies				materials & Supplies	\$ 9,039.00	
5	2	Sup & Conc	Instruction	Materials & Supplies				materials & Supplies	\$ 3,630.00	
5	2	Sup & Conc	Parent Participation	Materials & Supplies				parent participation	\$ 2,000.00	
Total									\$ 16,764.00	

Action # 6

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

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	22.38	17.38	

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

Detail the Action

- Suspensions will be monitored by student and Ed code violations. Patterns will be established and targeted to meet the needs of staff and students. Support will be provided through implementation of restorative practices, increased Goal 2 activities and student engagement. VP and GLA will monitor suspension rates on ATLAS. Culture and Climate team will review the data by ed. Code and revisit PL on school wide procedures, practices and tiered interventions through restorative practices. High risk students will attend a COST team meeting and interventions will be put in place including restorative measures.

SMART Goals

- By May 2018, Suspensions per 100 will move 5%. From 22.03% to 17.03% as measured by ATLAS Suspension Report and SQII.
- By May of 2018 On Campus suspensions per 100 will move 5% from 16.31% to 11.31% as measured by ATLAS suspensions report and SQII (2001) .

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

<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ul style="list-style-type: none"> Behaviors and referrals will be monitored through ATLAS (TBD by DPI) 	<p>Owner(s):</p> <ul style="list-style-type: none"> VP/GLA/DPI 	<p>Timeline:</p> <ul style="list-style-type: none"> weekly
<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ul style="list-style-type: none"> Teacher referrals will be monitored by VP and GLA Bi-weekly with suspension analysis by ed. Code. 	<p>Owner(s):</p> <ul style="list-style-type: none"> VP/GLA 	<p>Timeline:</p> <ul style="list-style-type: none"> weekly
<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ul style="list-style-type: none"> VP will collaborate with re-engagement teacher, SRO & COST team when tracking student referrals to transition based on ed. Code 	<p>Owner(s):</p> <ul style="list-style-type: none"> VP/Transition teacher 	<p>Timeline:</p> <ul style="list-style-type: none"> Monthly

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

- *Re-engagement students' academic progress and assignment completion will be monitored. Re-engagement teacher will provide strategies to include time management, study skills, social emotional coping strategies, reflections and restoration.*

Owner(s):

- *Re-engagement teacher/Core teacher / Social Emotional Counselor*

Timeline:

- *Daily/Weekly assignments will be turned in.*

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

- *High risk students will attend a COST team meeting and interventions will be put in place and monitored*

Owner(s):

- *GLC/Social Worker*

Timeline:

- *Monthly /Pre-progress/Pre-report card monitor. Tutoring/intervention/enrichment weekly.*

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

- *Students will be provided with a college and career readiness student profile, awareness of A-G requirements and 6 year educational plan that will be monitored through EHS/Atlas*

Owner(s):

- *Academic Counselor*

Timeline:

- *Quarterly*

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

- *AC teacher data chats /PLUS will focus on grade correlation with chronic behavior referrals. Intervention for at most risk students will be monitored.*

Owner(s):

- *VP/GLA/PLUS/AC*

Timeline:

- *Quarterly*

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

- *Students not engaged in goal 2 activities will be encouraged to participate in activities of their choice. Student engagement data will be monitored monthly through Atlas*

Owner(s):

- *VP/ Campus Culture Team/AD*

Timeline:

- *Monthly*

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

- *GLC/GLA/Social Worker will implement and monitor a mentoring program for our at most risk students.*

Owner(s):

- *GLC/GLA/Social Worker/Teachers*

Timeline:

- *Monthly*

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

- *Parent surveys*
- *HSL communicate with phone calls and visits to homes*
- *COST team meetings*
- *Parent contracts*
- *Parents will be educated on restorative practices*
- *Coffee hours, celebrations*

Describe Related Professional Learning:

- *Ongoing PL on **Restorative Practices** with staff to be revisited quarterly.*
- *Staff will review previous readings on "**Restorative Practices in Schools and Circle Processes**".*
- *Continued reading of **Fostering Resilient Learners** as well as **Trauma Informed Practices***
- *Culture and Climate team will update staff on referrals, referral processes and alternatives. PL will include: social emotional initiatives and strategies for classroom management, redirecting behavior, building positive relationships, proactive strategies to promote student success will be taught and reinforced with both students/adults, school wide expectations, classroom expectations CHAMPS, capturing kids hearts, class meetings, Warrior Connect, OLWEUS prevention components, levels of misbehavior response.*
- *Regional Alignment of restorative classroom plans.*
- *Teacher release time to participate in COST team meetings, Culture and Climate Team meetings.*
- *Student referral process will be revisited for moderate (Level 2) and Severe (level 3) incidences.*
- *Staff will continue to be trained in engagement strategies in the classroom.*
- *PL on how to meet students educational needs while in transition. AC time with transition teachers will be*

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

- Students will participate in classroom meetings through Warrior Connect.
- Students will be given opportunities to participate in restorative practices/circles and opportunities for correct/reflect code violations
- Scandinavian Middle School will continue to support Young Men's Alliance and Young Women's Alliance with FTE instruction, curriculum program, specific materials (backpacks, t-shirts etc.), community service projects, study trips, guest speakers and other aspects to encourage participation in this program.
- Continue with implementation of WEB program, mentoring, lunchtime activities, leadership activities, academic planners, assessment and goal setting.
- Assign High Risk students a volunteer staff member mentor to meet with on a regular basis and shadow who will be reimbursed for incentives.
- Re-engagement teacher will be assigned a caseload of high risk student to help monitor and foster connections.
- High risk students will be assigned mentors.
- Student will be given the opportunity to engage in school service and well as earn incentives/field trips.
- School wide expectations talks will be done each semester.
- Students will have academic agendas/planners to track grades and goals.
- Students will have to opportunity to have a referral to tutoring/intervention/enrichment.
- Students will be given the opportunity to participate in goal 2 engagements and clubs.
- Students will be eligible to attend school wide activities for EHS green zone behaviors.
- Students will have opportunities to participate in career pathways/technical education courses, and rigorous high school credit electives through middle school redesign model.
- Breakfast & lunch celebrations for improved behavior

dedicated to behavior/academic intervention.

- PL will continue to foster mentoring.

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

- Behavior of EL students will be monitored quarterly by their PLUS teacher. Students will be encouraged to participate in goal 2 activities and be given opportunities for intervention, tutoring, enrichment as well as school wide activities.
- Social Emotional Counselor provides lunch club for Newcomers

Scandinavian Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Middle School	0.2000			\$ 17,461.00
6	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher supplemental	\$ 11,842.00
6	1	LCFF: EL	Instruction	Non Capitalized Equipment				tablets and resources	\$ 2,000.00
6	2	Sup & Conc	Instruction	Materials & Supplies				materials & supplies	\$ 4,000.00
Total									\$ 35,303.00

Action # 7

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

School Quality Review

SQI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	94.06	100	

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

Detail the Action

- Scandinavian Middle School will continue to implement new clubs and club sponsorship's to promote student engagement and belonging as part of the school. School wide campus culture will be implemented and reinforced through Warrior connect and PLUS College teams. Students will be given the opportunity to engage in sports athletics, clubs and goal 2 activities throughout the school year. Students not engaged in goal 2 activities will be identified, counseled and encouraged to participate in activities of their interest.

SMART Goals

- Increase the percentage of student engaged in goal 2 activities from 94/06% to 100% by May 2018 by strategic monitoring, targeting and counseling students not engaged in goal 2 activities. It is the Goal of the school to ensure all students are connected.

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

<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ul style="list-style-type: none"> Campus Culture Director will document engagements and participation on ATLAS weekly 	<p>Owner(s):</p> <ul style="list-style-type: none"> Campus Culture Director/VP 	<p>Timeline:</p> <ul style="list-style-type: none"> Monthly
<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ul style="list-style-type: none"> Club Sponsors and advisors will document attendance in engagements 	<p>Owner(s):</p> <ul style="list-style-type: none"> Club Sponsors/Advisors 	<p>Timeline:</p> <ul style="list-style-type: none"> Weekly
<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ul style="list-style-type: none"> VP/Culture Climate will review Goal 2 data quarterly 	<p>Owner(s):</p> <ul style="list-style-type: none"> Campus Culture Director/VP 	<p>Timeline:</p> <ul style="list-style-type: none"> Quarterly
<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ul style="list-style-type: none"> Survey data will be reviewed by GLA and presented at PL 	<p>Owner(s):</p> <ul style="list-style-type: none"> GLA 	<p>Timeline:</p> <ul style="list-style-type: none"> Buyback/Fall 2017

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

- *Students not engaged in a goal 2 activity will be identified and counseled.*

Owner(s):

- *GLA/GLC/VP*

Timeline:

- *Beginning of the year 2017/Semester*

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

- *Athletic Director will review and input sports rosters*

Owner(s):

- *Athletic Director*

Timeline:

- *Monthly*

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

- *Student involved in clubs with ASP will be monitored*

Owner(s):

- *Club Advisors*

Timeline:

- *Weekly*

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

- *VAPA club roster will be updated and monitored*

Owner(s):

- *Club Advisors*

Timeline:

- *Weekly*

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

Survey Data "I feel like I am part of this school"

Owner(s):

- *GLA*

Timeline:

Buyback/Fall 2017

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

- *Principals newsletter, Web site, School messenger, communications about club options*
- *Parent club night, college night*
- *Coffee hour*
- *Back to school nights*
- *Newly enrolled students will be advised about clubs and goal 2 activities on campus*
- *Student celebrations*
- *Sports awards*
- *HSL to support parents and outreach*
-

Describe Related Professional Learning:

- *Teachers will receive lessons for Warrior Connect class meetings, coaching, and circle process.*
- *List student interest and offer teachers opportunities to be advisors of clubs.*
- *Teachers will receive training on restorative approaches to resolve conflict, managing student behavior, building healthy adult relationships.*
- *Student Survey data will be reviewed as well as Goal 2 data.*
- *Teachers will have an opportunity to attend workshops/trainings when available based on allocated funds.*
- *Office staff will receive ongoing professional learning on providing customer service and making every effort to make parents/family and students comfortable and invited.*

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

- *Students will attend assemblies to promote connections with PLUS teams*
- *School spirit rallies, quarterly sports recognition, practice and game uniforms to encourage school spirit, safety equipment, and regular/progress reports will assist in high quality, meaningful program for student engagement.*
- *Athletic programs/Extracurricular activities/school wide clubs will be supported for both boys and girls through academic assistance and performance incentives.*
- *Students will be part of a college team through PLUS*
- *Students will be allowed opportunities to participate in athletic programs (football, basketball, volleyball, track, cheer etc.)*
- *Students will be recognized for their participation in athletic programs/clubs*
- *Students will be allowed opportunities to participate in clubs that direct interest them.*

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

- *EL Club for newcomers*

- Support for YMA and YWA FTE, instruction, curriculum, materials (backpacks, shirts, food etc.), community service projects, study trips and other aspects of engagement that would encourage full participation.
- WEB program for mentoring during lunchtime activities, community service projects, leadership activities on and off campus, and assisting with campus projects,
- Cultural Clubs will be supported to engage our disproportionate/disadvantaged students (African American Student Union, Spanish Club, Folkloric, EL Club for newcomers, Hmong student union, etc.)
- Cultural Fair
- Students not engaged in a goal 2 activities will be identified and counseled.
- Assemblies in the arts to foster school participation and interest.
- Mentoring for at most risk students

Scandinavian Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
7	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				supplemental salaries	\$	31,685.00
7	2	LCFF: EL	Instruction	Teacher-Supplemental Salaries				teacher supplemental	\$	10,788.00
7	2	LCFF: EL	Parent Participation	Other Classified-Supplemental				other classified	\$	386.00
7	2	Sup & Conc	Instruction	Travel				professional/travel/workshop	\$	800.00
7	2	LCFF: EL	Instruction	Direct Transportation (Dr)				transportation	\$	1,500.00
7	2	Sup & Conc	Instruction	Direct Transportation (Dr)				transportation	\$	4,000.00
7	2	Sup & Conc	Instruction	Materials & Supplies				Student participation	\$	2,000.00
								Total	\$	51,159.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0415 Scandinavian Middle School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			teacher substitute salaries	3,046.00
1	1	Title 1 Basic	Instruction	Teacher-Supp			teacher supplemental	16,944.00
1	2	Title 1 Basic	Instruction	Oth Cls-Supp			classified supplemental	964.00
1	1	Title 1 Basic	Instruction	Direct-Graph			graphics	1,444.00
1	2	Title 1 Basic	Parent Participation	Cls Sup-Sup			parent meetings: babysitting, translating, school events	2,530.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation,communication	1,783.00
1	1	Sup & Conc	Instruction	Teacher-Subs			substitute salaries	6,253.00
1	1	Sup & Conc	Instruction	Direct-Graph			graphics	11,461.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			prof/consulting & operations	184.00
1	2	Sup & Conc	Parent Participation	Cls Sup-Sup			classified support supplemental	964.00
1	1	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies	5,406.00
1	1	LCFF: EL	Instruction	Oth Cls-Supp			classified supplemental	1,343.00
1	1	LCFF: EL	Instruction	Mat & Supp			materials & supplies	2,500.00
2	1	Title 1 Basic	Instruction	Mat & Supp			materials & supplies	12,718.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			technology resources	8,134.00
2	1	Sup & Conc	Instruction	Nc-Equipment			Equipment	4,742.00
2	1	Sup & Conc	Instruction	Direct-Maint			direct maint.	600.00
2	1	Sup & Conc	Instructional Supervision & Admir	Mat & Supp			materials & supplies	5,000.00
2	1	LCFF: EL	Instruction	Teacher-Subs			sub salaries	1,743.00
2	1	LCFF: EL	Parent Participation	Direct-Graph			Graphics	300.00
3	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology; equipment	5,606.00
3	1	Sup & Conc	Instruction	Mat & Supp			materials & supplies	61,501.00
3	1	LCFF: EL	Instruction	Teacher-Subs			teacher sub salaries	5,812.00
3	1	LCFF: EL	Instruction	Nc-Equipment			materials & supplies	14,080.00
4	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			babysitting	602.00
4	2	Title 1 Basic	Parent Participation	Mat & Supp			parent participation	1,000.00
4	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.125		4,252.00
4	2	LCFF: EL	Instruction	Oth Cls-Extr			other extra	9.00
4	2	LCFF: EL	Instruction	Direct-Graph			graphics	224.00
4	2	LCFF: EL	Instruction	Direct-Graph			graphics	2,043.00
4	2	LCFF: EL	Parent Participation	Mat & Supp			parent meetings, materials	1,990.00
4	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.313		10,632.00
5	2	Sup & Conc	Instruction	Mat & Supp			: materials & Supplies	3,630.00
5	2	Sup & Conc	Parent Participation	Mat & Supp			: parent participation	2,000.00

5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext		attendance, parent outreach	7,095.00
5	2	LCFF: EL	Instruction	Mat & Supp		materials & Supplies	9,039.00
6	2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.200	17,461.00
6	2	Sup & Conc	Instruction	Teacher-Supp		Teacher supplemental	11,842.00
6	2	Sup & Conc	Instruction	Mat & Supp		: materials & supplies	4,000.00
6	1	LCFF: EL	Instruction	Nc-Equipment		: tablets and resources	2,000.00
7	2	Sup & Conc	Instruction	Teacher-Supp		supplemental salaries	31,685.00
7	2	Sup & Conc	Instruction	Mat & Supp		: Student participation	2,000.00
7	2	Sup & Conc	Instruction	Travel		professional/travel/workshop	800.00
7	2	Sup & Conc	Instruction	Direct Trans		transportation	4,000.00
7	2	LCFF: EL	Instruction	Teacher-Supp		teacher supplemental	10,788.00
7	2	LCFF: EL	Instruction	Direct Trans		transportation	1,500.00
7	2	LCFF: EL	Parent Participation	Oth Cls-Supp		other classified	386.00
							\$299,036.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$54,771.00
Sup & Conc	7090	\$179,876.00
LCFF: EL	7091	\$64,389.00
Grand Total		\$299,036.00

Domain Totals	Budget Totals
Academic	\$172,600.00
SEL / Culture & Climate	\$126,436.00
Grand Total	\$299,036.00