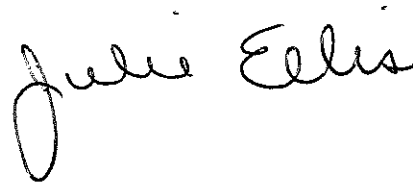


**Scandinavian Middle**

10621666006480

Principal's Name: Julie Goorabian-Ellis

Principal's Signature:

A handwritten signature in black ink that reads "Julie Ellis". The signature is written in a cursive style with a large, looped initial "J".

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
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>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
Plan Partnership	<i>Assurances for Comprehensive Support and Improvement Schools (CSI)</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

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

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

**Consolidated Program Assurances**

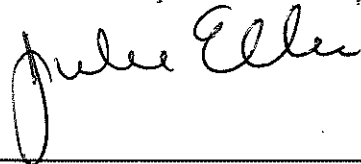

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. Principal - Julie Goorabian-Ellis	X				
2. Chairperson -Summer Gaston-Gehris			X		
3.Kayli Gobeli		X			
4.Dennie Turner		X			
5.Christopher Brown		X			
6.Olivia Juarez				X	
7.Donald Roxberg				X	
8.Michelle Thornton				X	
9.Jordan Mendoza					X
10.Viola Ellis-Hankins					X
11.Tyson Xiong					X
12.					
13.					
14.					
15.					

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

**Required Signatures**

<b>School Name:</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Julie Goorabian-Ellis		4-21-20
<b>SSC Chairperson</b>	Summer Gaston-Gehris		4-21-20

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2020/21

Scandinavian - 0415

**ON-SITE ALLOCATION**

3010	Title I	\$68,220 *
7090	LCFF Supplemental & Concentration	\$191,232
7091	LCFF for English Learners	\$52,578
3182	Comprehensive Support and Improvement	<u>\$269,848</u>
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$581,878</b>

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

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,274
Remaining Title I funds are at the discretion of the School Site Council	<u>\$65,946</u>
Total Title I Allocation	\$68,220

Updated April 17, 2020

February 13, 2020

## Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
  - Utilization of evidence based strategies aligned to state identification.
- ❖ Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
  - School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
  - School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
  - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
  - CSI manager III assigned to school site to support CCI data monitoring.
  - Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- ❖ Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.

## Scandinavian Middle 2020-2021 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	12.59 %	18.293 %	2018-2019	25.293 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	36.023 %	31.18 %	2018-2019	38.18 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	21.085 %	17.159 %	2018-2019	24.159 %

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

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

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

- Increase from 29% to 31.2% in SBAC ELA scores.
- Increase of 5% in 7<sup>th</sup> Decrease of 1% in 8<sup>th</sup> grade. Increase in African American, Asian, Hispanic and Sped subgroups.
- AC Time
- Common planning with common assessments and data analysis
- Data Chats with all students
- I-Ready practice in all contents
- Utilization of IABs
- Lunch time tutoring
- Planning days
- Lab School Language professional development for all teachers in all content areas
- Identifying essential lessons from springboard units
- Tracking student data throughout the year
- PLI/Small groups
- Academic counselor support with students who are failing
- Incorporating reading, writing, speaking, and listening across all content areas
- 

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

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

- After school or during school intervention for English is not consistent
- Not all teachers are part of the PLI initiative.
- ELA teachers need planning and observation time with feedback.
- Instructional aides to specifically support our Newcomers and ELs

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

- Increase in all significant subgroups (except our African American group)
- Not meeting or exceeding expected data targets.
- Not consistent with agenda and planning based on the scope/sequence

#### EL Reclassification Rate (All grade levels)

- Lack of systematic/tiered plan to support EL students
- After school tutoring geared towards supporting EL students
- Lack of consistent small group intervention in the classroom
- Working with Sped to better support our EL student that are also Sped (32% of EL population is Sped)
- Change in metrics used to meet criteria from interim assessment to PSAT and iReady.



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

- Overall increase in SBAC Math Scores meet or exceeding standards from 14.1% to 17.2%
- 7<sup>th</sup> grade from 16.7% to 20.5%
- 8<sup>th</sup> grade from 11.7% to 13.5%
- Implementation of MLD conceptual and math task lessons.
- Deconstructing SBAC Claims and targets and embedding question stems into instruction.
- MLD Coaching Cycle 1 next steps with structured guided practice, partner interaction, embedding writing and explanation questions and consensus.
- Lab School training with imbedded writing task.
- Iready, PMT
- CFA & SBAC IAB assessment to inform instruction and provide intervention.

**EL Reclassification Rate (All grade levels)**

- After students re-designate, the consistent monitoring helps the students get the support they need to continue to be successful
- Students are given multiple opportunities throughout the day to practice reading, writing, listening, and speaking across various curriculums as well as through digital literacy platforms.
- Lab school training. The emphasis of language skills in all content areas and helping teachers be prepared to help with integrated and designated instruction with their EL students in the classroom.
- Teachers and leaders will continue to receive professional learning; side by side processing, design and analysis; and coaching on Lab School strategies via (West Ed). This includes learning keystone pedagogies; purposeful planning with content alike PLC's; and debriefing modeling and implementation of EL strategies that work by examining student work and mapping out next steps.
- Consistent i-ready implementation will help students close the gap with their language skills
- PLs to help teachers identify their EL students and create AC plans on how to support their EL students.
- Data chats with EL students before ELPAC and having practice tests
- ELD Class For newcomers
- ELA Data chats
- TSA/Academic Counselors Monitors EL Progress toward redesignation

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

- Inconsistency with after school tutoring based on teachers schedules. Site will look into teaching fellows, ROP Duncan/Mclane students.
- Teacher needs based on a planning, observation, feedback model. More time is emphasized on just the planning aspect.

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

- Possible outside tutoring resource
- expand on PI

- Continue with Lab school and Math lesson design models.

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

<p><b>1</b> SSC:</p> <ul style="list-style-type: none"> <li>• Would like more opportunities for blended learning and outside tutoring.</li> <li>• Parent workshops an how to support students through technology.</li> </ul>	<p><b>2</b> ELAC:</p> <ul style="list-style-type: none"> <li>• Parent workshops on students levels and how to support students at home.</li> </ul>	<p><b>3</b> Staff:</p> <ul style="list-style-type: none"> <li>• Expand on the programs already in place such as PLi, math lesson design and lab school.</li> </ul>
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**Action 1**

**Title:** EL's Re-Designation

**Action Details:**

Tier 1: Scandinavian Middle school will continue with the Lab School focus on developing literacy strategies that integrate the ELD standards into instruction in all content areas. Teachers and leaders will continue to plan and utilize the keystone pedagogues with purposeful content and include modeling and implementation cycles. 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. Teachers will plan designated lesson time for listening, speaking, reading and writing opportunities to ensure students are developing literacy skills and an awareness of how English works. Tier 2: All ELL students will be identified and assigned a case manager to monitor their progress. All ELL students will attend quarterly redesignation counseling where they set. All ELD Students will be provided designated EL time. Tier 3: All ELL students will receive integrated and designated instruction to meet their academic needs. Students will receive instruction from teachers trained on the EL frameworks/standards and how they can plan/incorporate these standards across the curriculum.

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

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

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

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

**Owner(s):**

Case Manager/Academic Counselor/GLA

**Timeline:**

Quarterly

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

TSA & Academic Counselor team will implement the ELPAC assessment. Prior to testing TSA 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):**

Academic Counselors, TSA

**Timeline:**

2nd, 3rd Quarter prior to testing

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

Academic Counselors & TSA will team together to progress monitor redesignated students for satisfactory progress. SPED teachers will monitor the progress of the students they case manage with IEP goals being monitored.

Owner(s):

TSA/Academic Counselors/ SPED Case Managers

Timeline:

Quarterly

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

Newcomer students will receive designated daily intensive instruction in ELA through springboard EL curriculum and a trained EL teacher.

Owner(s):

ELL/English Teacher

Timeline:

Daily

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

Teachers will work in a CCI model of planning lessons for integrated and designated ELD, engaging in peer observations, provided feedback, disaggregate data to improve upon instruction based on lab school lessons.

Owner(s):

All Core Teachers

Timeline:

Daily Lessons/Monthly observation cycles

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

All Scan ILT team will work Guiding Coalition to process and progress monitor student achievement data.

Owner(s):

ILT/Guiding Coalition

Timeline:

Monthly

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

- Students will be assigned a case manager that will counsel them as well as progress monitor them.
- Students will receive goal setting and criteria for success for ELPAC redesignation.
- Students will be given opportunities to practice listening, speaking, reading and writing across the curriculum as well as exposure to digital literacy.
- Newcomer students will be appropriately placed in ELL/ELA classrooms for designated intensive instruction.
- Redesignated students will be recognized and awarded as well as progress monitored in all academic areas.
- Teachers will receive supplemental contracts for additional hours.

Specify enhanced services for EL students:

- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning.
- Implementation of site EL plan and AC EL components.
- EL Coaches will train teachers on ELD standards and how to incorporate student discourse across the curriculum.
- Materials, Supplies, subs and assessors for ELPAC

Specify enhanced services for low-performing student groups:

- All students will be provided with integrated ELD in all content areas through strategic, skilled lessons planning and delivery.
- All EL students will receive designated instruction.
- All students will meet one on one with the academic counselors. Grades and goals will be reviewed.
- Parents will be notified and given the opportunity to meet with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.
- After School tutorial.

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

- Parents will be encouraged to attend ELAC meetings where topics will include: ELD Standards, ELPAC criteria, students designated levels and goal setting, encouraging listening and speaking skills. There will be at least 4 meetings a year.
- District guest from English Learners Services as well as Parent University will be invited to speak to parents on a variety of topics related to second language learners needs and how parents can support.
- Parents will have access to Parent Portal, Edutext, Parent University.
- Childcare and translation for parents during meetings.

Describe Professional Learning related to this action:

- Teachers will receive Lab School training with a focus on literacy strategies that integrate ELD standards into instruction for integrated and designated ELD. Teachers will receive training and job embedded learning through the secondary lab school professional learning model.
- Teachers will be provided additional professional learning through CSI funding to participate in CCI models of lesson planning, peer observation and Feedback.
- Teachers will partner with Yosemite Middle School for additional planning days too collaborate based on needs
- Teachers will receive training on integrated and designated strategies to meet ELL students needs.

- Teachers will receive training on the EL frameworks/standards, criteria of the ELPAC test, as well as embedded resources in Springboard and Go Math curriculum to meet students needs.
- Teachers will receive training on strategies to incorporate listening, speaking, reading and writing across the curriculum.
- Teachers will continue with PL in "Talk Moves" that engage students in listening and speaking skills across all content areas.
- Teachers will have the opportunity to attend "Unbound Ed" and "Safe & Civil" training with CSI funding.

## Action 2

**Title:** Meet/Exceed on ELA CAASP

### Action Details:

Tier 1: Scandinavian will implement a comprehensive reading support through Springboard, PLi and Lab School. Students will have the opportunity for flexible learning through blended learning (PLi) model. The program will offer challenging content focused on high quality text, intervention in small groups 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 standards, essential standards and learning targets. Students will have access to digital literacy in all content classes. Tier 2: Teachers and leaders will be intentional about monitoring data from subgroups illustrating proportionality based on Cultural Proficiency Training. Students will receive additional tutoring outside of the instructional day with the goal of having all students reading on grade level or all students moving one grade level and beyond. Additional resources will include the iready program and teaching fellow tutors inside the classrooms and after school. We will measure students success based on growth in 2A, 2B, and 3 on IPG as well as CFA's using illuminate (CSI funded), iready and SBAC IAB data. Tier 3: Students will be pulled out for small groups utilizing teaching fellows and PLi model based on student work, CFA data and iready diagnostics with standards not being met. There will be focus on blended learning, claims and targets and goal setting.

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

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

Teachers will use SBAC, SBAC IAB, iready and CFA's assessments to be strategic in their planning for reading and reading comprehension. Teachers will include the iready program as a resource and intervention.

#### Owner(s):

Teachers/GLA

#### Timeline:

Daily

#### Details: Explain the data which will specifically 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, lesson planning and learning targets when unpacking standards as well as using student work protocol to calibrate proficiency.

#### Owner(s):

ILT, AC'S, Admin Team

#### Timeline:

Weekly

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

Full implementation of challenging content targeting standards across content areas: Classroom walkthrough data tool focused on the IPG will show overall increase in implementation of challenging content from somewhat to mostly and yes using tenant 2A, 2B and 3. Weekly admin will monitor the implementation of complex text, talk and task through collection of data on walks as well as from collection and data analysis on common formative assessments, and embedded assessments as evidence.

#### Owner(s):

ILT, AC's, Admin Team

#### Timeline:

Weekly

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

Full implementation with incorporation of PLi strategies of ownership where students are responsible for doing the cognitive lift and thinking in the classroom through persistence with challenging tasks, text evidence, productive struggle, sharing of developing thinking, elaboration of initial thoughts, student discourse, and independence in reading and writing as measured by walkthrough data and collection of assessments as evidence.

**Owner(s):**

Admin Team

**Timeline:**

Weekly

**Details: Explain the data which will specifically 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:**

Weekly

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

AC teams will create common formative assessments, common questions, common exit tickets, common performance tasks based on the CCSS, Scope and Sequence, essential standards & questions, DOK, foundations, and Springboard.

**Owner(s):**

Teachers/AC teams

**Timeline:**

Weekly

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

Continued training in Springboard with a springboard coach using CSI funds, Digital, Lab School, 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):**

ILT/Admin

**Timeline:**

Quarterly

**Details: Explain the data which will specifically 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 specifically 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 lessons using digital literacy and literacy design collaborative mini tasks and performance task.

**Owner(s):**

Teachers

**Timeline:**

Monthly

**Details: Explain the data which will specifically 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/PL trainers

**Timeline:**

District Planning days/AC planning days

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

Student goal setting will be based on SBAC, Classroom progress monitoring assessments through illuminate, SBAC IAB and iready. Teachers will meet with students individually and as a whole class to goal set. Students and Individual Classes will receive an incentive for reaching their goals. Teachers will have data chats with administration and goal set. Teachers will also use student agendas to goal set.

**Owner(s):**

Teacher/administration

**Timeline:**

Semester

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

Teachers will use student work analysis protocol to look at evidence of student learning weekly using student work(CFU-checking for understanding) or CFA using Illuminate to determine if students have learned the material and identify how to respond. Next steps to refer to intervention or move forward.

**Owner(s):**

teachers

**Timeline:**

Weekly

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

Teachers and administration will continue participation in the in the PLI Personalized Learning Initiative. Lead teachers will model as we expand the program to CORE teachers using CSI funding. Teachers will utilize Teaching Fellows for targeted small group. Scandinavian will use the PLI model to build capacity with technology, expertise in targeting instruction, creating opportunities for students to reflect and own their learning, make data informed decisions, and navigate the content and tools to support students. Teachers will receive ongoing professional learning. Participate in peer observations and provide feedback.

**Owner(s):**

Administration/ ILT

**Timeline:**

Training Timelines/Daily implementation in classrooms.

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

All Scan ILT team will work Guiding Coalition to process and progress monitor student achievement data.

**Owner(s):**

ILT, Guiding Coalition

**Timeline:**

Monthly

**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 small group instruction, 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 through flexible grouping.
- 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 Warrior Connect and Academic Counselors. 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 or scoring proficient on district interim.
- Students will have opportunities to receive support from Warrior Connect teachers/Counselors when setting and monitoring goals.
- Students will have access to a zero period PE class so they will be able to take an elective as well as enroll in iready academic support in ELA/Math as an elective.
- All students will be able to progress monitor and goal set through iready technology.

**Specify enhanced services for EL students:**

- EL students not meeting goals for redesignation will be identified in their CORE classes and will be placed in flexible intervention groups until they reach the level for redesignation.
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning and incorporate these strategies with identified ELD students.
- Implementation of site EL Plan and AC EL Plan components. ELD Classes for newcomers.
- Technology use for EL's
- Fund additional intervention as needed.

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

- All students will meet one on one with the academic counselors. Grades and goals will be reviewed.
- Parents will be notified and given the opportunity to meet with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.
- After school tutorial.
- Student groups that are not meeting standards based on adaptive diagnostics on the iready program.

Focus student groups: SWD, Hispanic, African American along with any other groups that starts to show disproportional

- Student will receive designated ELD

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

---

- Parents will be notified of student's SBAC, SBAC IAB and iready test scores 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 assessments and reading comprehension standards.
- Parent Conferences/ Back to School Night Student celebrations/Students making growth.
- Translators for parents
- Parent University classes, ELAC & SSC to review student data
- Parents will have access to Parent Portal, Edutext.

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

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- Continued ongoing PL through PLI initiative and Lab School.
- Springboard Coaching Cycles with a Springboard coach funded by CSI
- 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. Increase in student discourse and accountable talk strategies.
- Planning/Training focused on literacy/literacy skills across the curriculum/ reading comprehension.
- PL on *Best Practices at Tier 1* by Mattos; *Visible Learning and Rigorous Reading* by Fisher, Frey and *Engagement by Design* by Fisher, and *Taking Action* to develop an innovative standardized team RTI plan.
- Teachers will have the opportunity to collaborate with their team as well as teams from other schools 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
- District Coaches will provide opportunities for training of best practices each cycle to include: clarity, close reading, student discourse and ownership.
- Instructional leadership team will develop and implement PL opportunities which will include: complex text, task, talk, accountable talk, writing strategies, academic vocabulary for content area support, classroom foundations, four essential questions, how to increase literacy and performance in content areas, data analysis and action planning of standards, scope and sequence and district adopted curriculum.
- 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 approach to teaching.
- Teachers will consistently review and analyze student work to calibrate proficiency levels and increase student performance in each grade level and subgroup.
- PL with an emphasis on literacy skills across the curriculum through Lab School training.
- ILT will continue to receive training in the PLI model. They will have event numbers to be released from the classroom as well as AC/Dept. time to collaborate with their teams.
- Teachers will have access to professional learning through Solution Tree as well as and district, county or state conferences.
- Supplemental contracts provided to teachers for additional hours and planning days.

### Action 3

**Title:** Meet/Exceed on Math CAASP

#### Action Details:

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Tier 1: Scandinavian Middle School will implement a comprehensive mathematics program utilizing Math Lesson Design Model, with an emphasis on students scoring significantly below grade level as measured by the SBAC, iready, CFA's using illuminate(CSI funded) and SBAC IAB data. McLane Regional Goal to implement the GVC with fidelity and to the depth of the grade level standard. Admin team and district math team will continue to provide professional learning/feedback on implementation of Math Lesson Design, eight mathematical practices, state standards, and the level of challenging content and student ownership calibrated by the instructional practice guide for mathematics as

well as the procedural/conceptual MLD components and math task. Tier 2: Core teachers will target intervention for students scoring below grade level based on SBAC, Common formative assessments, SBAC IAB and iready. Students will receive access from the iready program as an intervention and resource. Students that continue to perform below grade level based on grade data, interim and common formative assessments will continue to be strategically targeted for small group instruction in class through a blended learning model, PLi and MLD. Intervention will be based on specific grade level clusters/standards. Teir 3: Students will be pulled for small group intervention utilizing Teaching fellows and the PLi model based common formative assessments to ensure progress and demonstration of knowledge in grade level content. We will measure students success based on growth in 2A, 2B, and 3 on IPG as well as district interim and CFA data.

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

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

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

Comprehensive progress monitoring of Math grades. Teacher will run pre-progress reports or allow students to access ATLAS. Any student receiving a “D or F” will receive a referral for tutoring and a phone call home within 3 weeks of every grading period.

Owner(s):

Teachers/Academic Counselors

Timeline:

Every 3 weeks

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

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 in small group. Students who pass this assessment will receive enrichment through to Go Math online tools as well as the iready program as a resource and intervention.

Owner(s):

Teachers

Timeline:

bi-weekly

Details: Explain the data which will specifically 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 and 3 ownership as well as the Eight Mathematical Practices and the implementation/use MLD and use of technology resources.

Owner(s):

Admin

Timeline:

Weekly

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

Module assessments through illuminate and iready assessments will be monitored and interventions put in place. Students receiving a failing score or below grade level on this assessment will receive intervention /enrichment with their core teacher based on the grade level clusters/standards tested. iready/SBAC class and student goal setting. Teachers will meet with students individually and as a whole class to goal set. Students and Individual Classes will receive an incentive for reaching their goals.

Owner(s):

Teacher

Timeline:

After interim assessment

Details: Explain the data which will specifically 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 in the MLD Model.

Owner(s):

Admin Team

Timeline:

Weekly/Quarterly/Semester



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

Teachers will fully implement all the components of Math Lesson Design with Implementation of IPG monitored weekly by admin. Teachers will engage in four coaching cycles to continue building capacity with MLD.

**Owner(s):**

Admin./Math team/Swun Math/Math coaches

**Timeline:**

Weekly/quarterly

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

Teachers and administration will continue to participate in the in the PLI Personalized Learning Initiative .Scandinavian will use the PLI model to build capacity with technology, expertise in targeting instruction, creating opportunities for students to reflect and own their learning, make data informed decisions, and navigate the content and tools to support students. Lead teachers will model as we expand the program to CORE teachers using CSI funding. Scandinavian will use the PLi model to build capacity with technology, expertise in targeting instruction, creating opportunities for students to reflect and own their learning, make data informed decisions, and navigate the content and tools to support students. Teachers will receive ongoing professional learning.

**Owner(s):**

administration/ILT team

**Timeline:**

Training Timelines/Daily implementation in classrooms.

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

Teachers will implement the MLD instructional model in support of the IPG and blended learning model of (intervention, remediation, acceleration) in differentiated instruction in mathematics through digital content, collaboration and targeted small groups.

**Owner(s):**

Teachers

**Timeline:**

Daily in the classroom

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

All Scan ILT team will work Guiding Coalition to process and progress monitor student achievement data.

**Owner(s):**

ILT/Guiding Coalition

**Timeline:**

Monthly

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

- All students will receive math instruction from a teacher utilizing MLD, state standards and the Go Math adoption. Students receiving a failing score on common assessments will be given intervention opportunities inside/outside the school day with teaching fellows.
- Following common formative assessments students needing re-teaching/enrichment will be grouped and receive intervention/enrichment in class with their core 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.
- TSA to provide targeted intervention to students after CFU & CFA
- Intervention schedules will be implemented to allow time for math intervention.
- Students will have access to a zero period PE class so they will be able to take an elective as well as enroll in iready academic support in ELA/Math as an elective.
- All students will be able to progress monitor and goal set through iready technology.

**Specify enhanced services for EL students:**

- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning. Implementation of site EL plan and AC EL Plan components.
- EL students not meeting goals for redesignation will be identified in their CORE classes and will be placed in flexible intervention groups until they reach the level for redesignation.
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning. Teachers will incorporate reading, writing, speaking and listening into daily instruction.
- Fund additional intervention as needed.

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

- All students will meet one on one with the academic counselors. Grades and goals will be reviewed.
- Parents will be notified and given the opportunity to meet with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site and after school
- Students that are not meeting standards on the diagnostic assessment on the iready program will be targeted.

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

- Weekly for D & F grades will be reported and parents will have access on ATLAS
- 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.
- ELAC & SSC review of math student quarterly data
- Parents will have access to Parent Portal, Edutext, Parent University.
- Providing childcare and interpreters for parent meetings/events

Focus student groups: SWD, Hispanic, African American along with any other groups that starts to show disproportionality

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

- Continued PL with Swan Math Group.
- Teachers will receive training in the PLI initiative.
- Math teachers will continue PL in MLD with pilot middle schools. Time will be allocated for observations of model lessons, debriefing and planning.
- Training on School Messenger/Training on communication with parents.
- 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 training.
- On-Site staff collaboration during accountable communities training 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.
- TSA to provide coaching and co-teaching support to implement differentiated instruction, flexible grouping and integration of digital resources.
- ILT will receive training in the PLI model. They will have event numbers to be released from the classroom as well as AC/Dept. time to collaborate with their teams.
- Teachers will have access to professional learning through Solution Tree as well as and district, county or state conferences.
- Provide sub release for teacher planning.

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Teacher subs lab School, ELPAC Training	7,130.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Teacher Supplemental Lab school ELPAC	10,754.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	9,130.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC	1,300.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			Curriculum Education Elements	1,066.00
G1A1	LCFF: EL	Parent Participation	Direct-Graph			Parent Participation Graphics	425.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology G1A3	30,754.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Consultant	100.00
G1A2	ESSA-CSI	Instruction	Teacher-Subs			Teacher subs	11,883.00
G1A2	ESSA-CSI	Instruction	Teacher-Supp			Teacher Supplemental	44,775.00
G1A2	ESSA-CSI	Instruction	Bks & Ref			: Books & Software iReady Illuminate-Site License/also supports G1A1, G1A3, G4A1, G4A2	39,218.00
G1A2	ESSA-CSI	Instruction	Mat & Supp			: Materials & Supplies (No Food/Incentives/Blanket Purchase Orders) G1A3	4,980.00
G1A2	ESSA-CSI	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A3	75,000.00
G1A2	ESSA-CSI	Instruction	Travel			: Travel for conferences G1A3, G4A1	4,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Material & Supplies	79,263.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Teacher supplemental	12,198.00
G1A3	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs	12,232.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			: Material & Supplies (No Food/Incentives) G1A2	15,000.00
G1A3	Title 1 Basic	Instruction	Direct-Graph			Graphics	7,134.00
G1A3	ESSA-CSI	Instruction	Teacher-Supp			Teacher supplemental	37,752.00
G1A3	ESSA-CSI	Instruction	Cons Svc/Oth			: Consultant G1A2	20,000.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental	12,198.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Maintenance Computer Repair	1,500.00

**\$437,792.00**

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

### Needs Assessment

#### School Quality Review

##### School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	84.741 %	2018-2019	91.741 %

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

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

#### Goal 2 Participation Rate

- High engagement rate of our SDC students population. Increase in students participating in band, strings and choir to 84%
- Club rush, students surveys, dances, noon time activities. Non discrimination policies and diverse club selections including BSU and LGBTQ clubs.
- High interest and participation rates in technology based clubs.
- Art, music and tech teachers recruiting students from feeder elementary schools.

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

#### Goal 2 Participation Rate

- There are still 115 students not engaged in an activity.
- We did not have an adviser meeting with students not in an engagement.
- New students not being identified for goal 2 participation.

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

- Limited time and space for the lunchtime based technology clubs. Daily students have in interest in participating in this and it is not always available.
- Specific sub -groups are not being targeted

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

- Full implementation of all goal 2 activities with access available to all student groups.
- One on one counseling with high needs student groups to engage in activities.
- Continue to offer a diverse selection of clubs for students to engage in.
- More frequent club rush opportunities.
- Continue to survey students, parents and teachers for needs assessments.
- Offer more technology based clubs at lunch

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

**1 SSC:**

- Continue to offer the clubs that are diverse.
- Fund where student interest is. Specifically in technology.
- Continue to provide funding for teachers to advise clubs at lunch and after school. Funding for materials and supplies.

**2 ELAC:**

- Continue to fund for student participation. Please invite parents when students have finished projects for a parent night.
- Continue to provide funding for teachers to advise clubs at lunch and after school. Funding for materials and supplies.
- 

**3 Staff:**

- Continue to fund extra pay contracts to encourage teachers to be advisers of clubs at lunch and after school.
- Fund for teachers to go to goal 2 training in order to be more effective in advising clubs and goal 2 participation.
- 

**Action 1**

**Title:** Student engagement in Goal 2 Activities

Action Details:

Tier 1: All teachers will be trained in best practices in cultural proficiency to ensure all students feel part of the school and welcomed at Scandinavian Middle School. Scandinavian Middle School will continue to implement new clubs and club sponsorship's to promote student engagement and create a sense of belonging at the school. Scandinavian Middle School will implement strategies learned at CADA or other goal 2 trainings. Continue to fund Character Strong Curriculum with emphasis on building students citizenship and kindness within student population. As a site will offer a zero period PE to open opportunities for students to engage in electives to meet their academic and social emotional needs. Tier 2: School wide campus culture will be implemented and be reinforced through Warrior connect classroom meetings. Students will be given the opportunity to engage in sports athletics, clubs and goal 2 activities throughout the school year. Teachers will identify students of the Month who demonstrate Pillars of Character. All teachers will have an opportunity to select two students a month to honor as Warriors of the Month for demonstration of good character in the classrooms. Tier 3: Students not engaged in goal 2 activities will be identified, counseled and encouraged to participate in activities of their interest. Students that are new or high risk will be counseled one on one to identify goal 2 interest.

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

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

Details: Explain the data which will specifically monitor progress toward each indicator target  
 Campus Culture Director will document engagements and participation on ATLAS weekly. Students involved in clubs with ASP will be monitored. VAPA club roster will be updated and monitored

Owner(s):  
 Campus Culture Director

Timeline:  
 Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target  
 Club Sponsors and advisors will document attendance in engagements.

Owner(s):  
 Club Sponsors

Timeline:  
 Weekly

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

VP/Culture Climate will review Goal 2 data quarterly. Students not engaged in a goal 2 activity will be identified and counseled. GLA will present PL on Survey Data "I feel like I am part of this school"

Owner(s):

Campus Culture Director/GLAMP

Timeline:

Quarterly

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

Athletic Director will review and input sports rosters. As well as ensure all athletics are accessible to all eligible students.

Owner(s):

Athletic Director

Timeline:

Monthly

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

Campus Culture Director will host "Club Rush at the start of each quarter to ensure all students know what clubs & activities are available and sign up to join. Students will be encouraged and actively recruited to join.

Owner(s):

Club Advisers/Campus Culture Director

Timeline:

quarterly/intervals.

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

All teachers will implement Character Strong Curriculum during Warrior Connect in order for students to develop a sense of character and implement kindness on campus.

Owner(s):

Teachers

Timeline:

Warrior Connect Mondays

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

Teachers will receive training in cultural proficiency to ensure that daily teachers have an awareness of knowledge, attitudes and skills that support students feeling welcome and part of the school.

Owner(s):

Teachers/Leaders

Timeline:

Monthly training

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

All Scan ILT team will work Guiding Coalition to process and progress monitor student achievement data.

Owner(s):

ILT/Guiding Coalition

Timeline:

Monthly

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

- Warrior Connect Character Strong Lessons, 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 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.
- Support for YMA and YWAFTE, 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 Fairs
- Students not engaged in a goal 2 activities will be identified and counseled. Encouraged at club rush to join.
- Assemblies in the arts to foster school participation and interest. Mentoring for at most risk students.
- Student leadership and coaching positions will be trained to work with functional skills students to ensure cohesive inclusion.
- Targeted students will be able to attend a zero period PE class. This will allow them to continue in their elective of choice as well as take an academic elective for high school or intervention support through iready.

Specify enhanced services for EL students:

- EL Club for Newcomers

Specify enhanced services for low-performing student groups:

- All students will meet one on one with the academic counselors. Grades and Goal activities will be

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

- Messenger, Website, School messenger, communications about club options
- Parent club night , college night
- Coffee hour
- Newly enrolled students will be advised about clubs and goal 2 activities on campus
- Sports awards
- HSL to support parents and outreach
- Parents will have access to Parent Portal, Edutext, Parent University.

reviewed.

- Parents will be notified and given the opportunity to met with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring, clubs/goal 2 activities at the school site during and after school.

Describe Professional Learning related to this action:

- Teachers will receive PL on cultural proficiency.
- Leadership team will attend Cultural Proficiency Training
- Teachers will receive lessons for Warrior Connect class meetings, coaching, and circle process.
- List student interest and offer teachers opportunities to be advisers 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 by the Culture Climate Team and shared with staff, student and parents.
- Teachers will have an opportunity to attend workshops/training 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.
- Culture climate director, teachers, and admin will have opportunities to attend CADA conferences and training.
- PE Teachers will have access to CAHPERD PL.

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs Culture Climate	32,665.00
G2A1	Sup & Conc	Instruction	Travel			travel	100.00
G2A1	Sup & Conc	Instruction	Direct Trans			Buses	100.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation	15,322.00
G2A1	Sup & Conc	Parent Participation	Direct-Food			Parent Participation Food	800.00
G2A1	LCFF: EL	Instruction	Direct Trans			Buses	100.00

**\$49,087.00**



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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 8th Grade	34.586 %	70.085 %	2018-2019	77.085 %

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

<p><b>1</b> Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p><b>Exposure to Careers - 8th Grade</b></p> <ul style="list-style-type: none"> <li>• Student completion was made available during history and science classes. The teacher and academic counselors were on hand to monitor and assist.</li> <li>• Students were given an explanation on why they were completing the linked learning and how they can utilize it.</li> </ul>	<p><b>2</b> Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p><b>Exposure to Careers - 8th Grade</b></p> <ul style="list-style-type: none"> <li>• Usage is isolated and not ongoing.</li> <li>• Students are not meeting the high school readiness criteria of 96% attendance, no suspensions, no d/f in ELA/Math.</li> </ul>
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**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

<ul style="list-style-type: none"> <li>• The usage is not ongoing in the core or tech classes.</li> <li>• Follow up once student completion is done to ensure career pathways are appropriate.</li> <li>• High School selection in appropriate pathways.</li> </ul>
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**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

<ul style="list-style-type: none"> <li>• All 8th grade students are counseled and have had the opportunity to select career pathways at various high schools.</li> </ul>
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**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

- Continue to fund increased technology. Implementation of PLi model through Educational Elements will support further building capacity of teachers in implementing blended learning in the classroom and increase student technology knowledge and skills.
- Parent workshops to educate parents on how to utilize technology from home to support student learning.

**2** ELAC:

- Make sure students can access the linked learning at school and at home.

**3** Staff:

- Make sure all teachers are trained and consistent with implementation of technology. Not just for testing but for everyday-lessons.
- 

**Action 1**

**Title:** Students exposure to careers

Action Details:

Tier 1: All students at Scandinavian Middle School will be provided early exposure to college and career exploration through multiple avenues. This will increase student self awareness as they learn about themselves interest and skill as they explore opportunities that are right for them. Tier 2: Students by groups will have opportunities to visit specific programs, high schools and colleges as well as use on online resources for exposure. Tier 3: students will be individually counseled on opportunities available based on their profile and screening criteria. (example high school pathways and programs, African American Student Leadership Cohort)

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

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

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

All students will complete Xello competences through in their Social Studies/Science courses. Students will complete career matchmaker, and myskills assessment.

Owner(s):

Academic counselors

Timeline:

Fall semester and as needed throughout the year

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

Students enrolled in CTE courses will be exposed to careers and pathways related to the courses they are taking. Student will have the opportunity to explore careers in depth as well as work place competencies, salaries, education required and working conditions.

Owner(s):

CTE Teachers

Timeline:

Quarterly

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

All 8th grade students will receive high school of choice presentations and counseling to choose career pathways. Along with high school and college visits.

Owner(s):

Academic Counselors

Timeline:

Quarterly

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

All students will receive A-G requirements and 6 year advisement plan for college and career readiness. This includes course requirements, GPA and goal setting.

**Owner(s):**

Academic Counselors

**Timeline:**

Quarterly

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

- Students will be able to access manipulative kits.
- Students will have access to career exploration activities on/off campus.
- Students will receive direct instruction with challenging content as well as differentiated instruction within instructional time to ensure high school readiness.
- Inside and outside of the classroom time (tutoring at lunch/after school) to support their needs. Teachers will have supplemental contracts approved for tutoring to ensure high school readiness.
- School wide grade tracking and goal setting with the use of academic planners to prepare students for high school and careers readiness.
- 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 to prepare them for the rigorous college and career ready expectations. Site will allow for maintenance of student computers and printers in the classroom.
- Graphics will be used for registration, parent student handbooks, Agenda for planning, promotion posters of field trips to colleges.

**Specify enhanced services for EL students:**

- EL students will have the opportunity to learn how they can receive a seal of bi-literacy upon high school graduation.
- Students will have the opportunity to receive credit for native speakers courses.

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

- All students will meet one on one with the academic counselors. Grades and goals will be reviewed.
- Parents will be notified and given the opportunity to meet with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.

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

- Parents will have opportunities to engage in workshops to train them in linked learning through Khan as well as other digital resources to support students at home.
- Academic Counselors will train parents on how to use ATLAS tools
- Academic Counselors will host a High School, School of Choice informational meetings and assistance completing documents before due dates.
- Present to SCC and ELAC high school pathways

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

- CTE teachers will be trained in career pathways courses
- Teachers will receive a PL on overall FUSD pathway and school options for students.

## Action 2

**Title:** Student Linked Learning

**Action Details:**

Tier 1: Families have access to tablets for each child enrolled in FUSD. All Scandinavian Middle School students will have access to linked learning throughout the day embedded in the classroom as well as in after school and lunchtime interventions. This will include access to Khan Academy, MyHRW, iReady and Zinc. Tier 2: In identified Core classes students will have access to the PLi initiative model of learning. Teachers will continue to be trained on classroom implementation. Tier 3: Students will be counseled on how to goal set based on the links they are accessing through Khan, MyHRW, iReady and Zinc.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

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

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

Every student will be able to access iready across the curriculum, Khan/HRW in Math and Khan/Zinc in ELA during structured classroom differentiated instruction model.

Owner(s):

Teachers

Timeline:

Weekly

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

Every student in every class will have one to one access to a tablet during instructional time as well as in the library at lunch and after school.

Owner(s):

Teachers

Timeline:

Weekly

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

All 8th grade students will be tested on PSAT in order to access their ability levels in subject matter and exposure to test taking skills. This will allow students to have a profile tailored to their specific learning needs.

Owner(s):

VP/GLA/Academic Counselors

Timeline:

Semester

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

Teachers and admin will participate in the in the PLi initiative and receive personal training. Scandinavian will use the PLi model to build capacity with technology, expertise in targeting instruction, creating opportunities for students to reflect and own their learning, make data informed decisions, and navigate the content and tools to support students.

Owner(s):

Teachers

Timeline:

Weekly/Training Timelines

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 to ensure high school readiness.
- Inside and outside of the classroom time (tutoring at lunch/after school) to support their needs. Teachers will have supplemental contracts approved for tutoring to ensure high school readiness.
- School wide grade tracking and goal setting with the use of academic planners to prepare students for high school and careers readiness.
- 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 analyze to prepare them for the rigorous college and career ready expectations.
- Students will have one to one access to technology.

Specify enhanced services for EL students:

- EL students will have the opportunity to learn how they can receive a seal of bi-literacy upon high school graduation.
- Students will have the opportunity to receive credit for native speakers courses.
- Ensure all enrolled students and families have access to the tablet program and training in home language.

Specify enhanced services for low-performing student groups:

- All students will meet one on one with the academic counselors. Grades and goals will be reviewed.
- Parents will be notified and given the opportunity to met with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.

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

- Academic Counselors will train parents on how to use ATLAS, Khan & HRW tools
- Academic Counselors will host a High School, School of Choice informational meetings and assistance completing documents before due dates.
- Present to SCC and ELAC with technology tools available.
- Ensure all enrolled students and families have access to the tablet program.

Describe Professional Learning related to this action:

- All teachers will be trained to use linked learning in their blended learning model in all core classes.
- ILT will continue to receive training in the PLi model. They will have event numbers to be released from the classroom as well as AC/Dept. time to collaborate with their teams.

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian Middle School (Locked)

### G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,800.00
G3A2	LCFF: EL	Instruction	Direct-Maint			Maintenance	2,000.00

**\$3,800.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	17.1 %	17.891 %	2018-2019	15.891 %
Suspensions Per 100	33.921 %	37.126 %	2018-2019	36.126 %

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

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

**Chronic Absenteeism**

- As a site we are still progressing towards lowering our absentee and suspension rate to match the state overall. We are currently higher than the state average. We will target our students that are disproportionately affected.
- 1 on 1 counseling
- Group Counseling (ARC meetings in the cafeteria)
- Share monthly attendance data with staff
- Parent conferences (Facilitate home/school communication)
- First 10 days attendance procedures (body count, calling names, importance of first 10 daydrops)
- Student engagement (Member of Campus & Culture Team)
- Analyze attendance data weekly (Chronic, Manageable, On track, & ADA)
- Review of student's needs (SST)
- Weekly rewards for students with 95% or higher
- Monthly Parties (Nachos, Root Beer Floats, Pizza)
- Quarterly Certificates to acknowledge perfect attendance
- Raffle of an XBOX-95% or higher (3<sup>rd</sup> Quarter)
- UC Santa Cruz Trip-96 % of higher attendance
- Wild Water Adventures-95% or higher attendance
- Blackbeards-95% or higher attendance
- CWA Caseload and support
- 

**Suspensions Per 100**

- Teachers receiving PL on Restorative Practices with staff to be revisited quarterly. Documentation of behaviors appropriately in ATLAS as well as interventions.
- Staff reviewed previous readings on "Restorative Practices in Schools and Circle Processes".
- Culture and Climate team will update staff on referrals, referral processes and alternatives. PL will

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

**Chronic Absenteeism**

- Homeless youth disproportionately have higher chronic rates.

**Suspensions Per 100**

- We still have a high disproportional rate of suspension with African American and SPED students.
- Mentoring access to our SPED subgroups.
-

include: Structures for Success, School wide commitments/expectations, social emotional initiatives, 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, class meetings, Warrior Connect, Character Strong Curriculum, levels of misbehavior response.

- Students have opportunities for restorative meetings, respect agreements and community service to repair the harm done.
- Identifying our top tier misbehaviors. Making a matrix of options that are alternatives to suspension and include interventions.
- Partner with parents and youth court. This gives students the opportunity to change behavior.
- Referrals, behaviors by tiers will be monitored as well as Suspensions 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.
- Strategic interventions will be put in place for at risk students. Including pending budget: AVID Methodology courses and YWA.
- COST team meeting will be held and interventions including, BSP, incentives, Check ins, accommodations-engagement, mentors, parent conferences and restorative measures.

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

- CWA facilitates home visits to students who become chronically absent
- Target chronic or close to chronic students and invite them to attend **Saturday Academy**
- Plan and carry out courses of action relating to problems of student attendance or behavior to assist students to stay in school on target to graduate.
- Serve on and participate in the School Attendance Review Board (SARB) as assigned; attend and participate in meetings related to child welfare and attendance, including legal hearings to better assist the needs of students to learn at grade level and beyond.
- Enforce compulsory school attendance laws as provided in Education Code and District policies.

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

- Effectiveness is measured student referrals, suspensions, tracking of behaviors and interventions
- Students have access to counseling on attendance and incentives. Attendance clerk makes appointments with parents to discuss attendance.

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

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**1** SSC:

- Utilize the reengagement as a resource prior to suspension. It is important to keep the campus safe with preventative measures.
- Budget Priorities Utilize the re-engagement as a resource prior to suspension. It is important to keep the campus safe with preventative measures.

**2** ELAC:

- Please communicate with parents ongoing when students are struggling. Encourage them to be part of meeting with teachers.

**3** Staff:

- Review school wide structures. More training in CHAMPS. We want our Culture Climate coach to review classrooms and school wide structures and help implement recommendations as well as followup.
- Reviewschool wide structures. More training in CHAMPS. We want our Culture Climate coach to review classrooms and school wide structures and help implement recommendations as well as followup.
- Budget Priorities Continue to fund professional learning opportunities on and off site for classroom management, restorative practices and culture climate team planning opportunities as needed.

**Action 1**

**Title:** Chronic Absenteeism Rate

[Action Details:](#)

Tier 1: Monitor attendance data by-Satisfactory, Manageable, Chronic and severe and assign these categories for targeted action. All incoming 6th grade students to 7th grade will be counseled immunization requirements and provided resources so they can start day one of school. Tier 2: Satisfactory students and students with improved attendance will receive incentives. Students that are manageable will be counseled by CWA Specialist on how to improve with attendance contracts. Chronic and Severe students will conference and have home visits and counseled on supports and how to improve attendance by CWA Specialist. CWA will daily monitor students being targeted for attendance. If students are absent Full time CWA will call or visit the home. Tier 3: T2 parent meeting with Attendance Clerk & CWA, SART process with social worker, SARB referrals. EOY chronic will be reduced and our severe chronic will be eliminated. This will be done through a comprehensive and strategic action plan to encourage positive attendance rates with incentives and supports put in place. Student will be given opportunities to remedy attendance through Saturday Academy as an intervention. Students will also have an opportunity to attend intervention in re-engagement.

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

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

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

Daily Review ATLAS for ADA Review

**Owner(s):**

Admin./Attendance Clerk

**Timeline:**

Daily Monitor ADA on ATLAS

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

EIS data to strategically target and increase manageable student attendance.

**Owner(s):**

Admin./Attendance clerk/Social Worker/CWA Specialist

**Timeline:**

Manageable students weekly/monthly/Quarterly.



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

Document phone logs, parent and student contact related to attendance on ATLAS. Daily teachers will commit to calling home for at least one absent student for the teacher home connection.

**Owner(s):**

Admin/Attendance Clerk/Social Worker/CWA Specialist/Teacher

**Timeline:**

Daily/Weekly Contact and Log

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

CWA Specialist/ Academic Counselors will target manageable students and log contact.

**Owner(s):**

CWA Specialist/Academic Counselors

**Timeline:**

Monthly

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

Monthly/Quarterly Academic Counselors will track/Identify perfect attendance and improved attendance.

**Owner(s):**

Academic Counselors

**Timeline:**

Monthly/Quarterly

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

1,2,3 Policy will be implemented consistently. 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/GLA/Tardies

**Timeline:**

Weekly

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

Students will be strategically targeted based on attendance to attend Saturday Academy to remedy absences. Letters and phone calls will be sent home to notify students and parents on dates, times and curriculum offered on Saturday.

**Owner(s):**

GLAMP/CWA Specialist

**Timeline:**

Weekly

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

Daily CWA will monitor targeted student attendance and follow up on absences with a phone call and home visit.

**Owner(s):**

CWA

**Timeline:**

Daily

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

Prior the start of school Academic counselors will communicate to incoming 6th grade students the importance of having all immunization documentation completed. Day 1 of school Academic Counselors, Nurse and CWA will target students without proper documentation with support services. Possibly have a mobile immunization truck at site.

**Owner(s):**

Academic Counselors/CWA

**Timeline:**

Prior to school/first two weeks of school

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

All Scan ILT team will work Guiding Coalition to process and progress monitor student achievement data.

**Owner(s):**

ILT/Guiding Coalition

**Timeline:**

Monthly

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

- Students will be given the opportunity to attend Saturday Academy.

- Monitor and track attendance progress weekly with admin.
- 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.
- Students will be honored quarterly for perfect attendance and 95% attendance improvement.
- 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 enhanced services for EL students:**

- EL students will be counseled on their attendance quarterly at expectation talks and Warrior Connect. Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning. Implementation of site EL Plan and AC EL Plan components.
- Students will receive guidance and goal setting strategies to improve attendance through Plus classes and during Warrior Connect.
- Materials and supplies for EL students

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

- Parent meetings on attendance quarterly
- CWA Specialist 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 CWA Specialist.
- Parents will have access to Parent Portal, Edutext, Parent University.

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

- All students will meet one on one with the academic counselors. Grades, goals and attendance will be reviewed.
- Parents will be notified and given the opportunity to met with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site and Saturday Academy.

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

- 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.

## Action 2

**Title:** Out of School Suspension Rate

**Action Details:**

Tier 1: Referrals, behaviors by tiers will be monitored as well as Suspensions 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. Re-engagement teacher (per CSI Funding) will prep incoming students for restoratives and meeting with other students, teachers, and admin. Student will process the harm caused and how it can be resolved. This is an effective way for students to reflect prior to meeting. 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. Tier 2: Strategic interventions will be put in place for at risk students. Including pending budget: AVID Methodology courses and YWA COST team meeting will be held and interventions including, BSP, incentives, Check ins, accommodations, re-engagement, mentors, parent conferences and restorative measures. All referrals are handled in a timely manner with documentation and phone calls so students parents and teachers feel supported outside of the classroom at all times. Tier 3: SST's will be held for students at High risk and referrals will be made for outside agencies as recommended by the team.

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

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

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

Behaviors and referrals will be monitored through ATLAS

**Owner(s):**

VP/GLA

**Timeline:**

Monthly

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

Teacher referrals will be monitored through ATLAS

**Owner(s):**

VP/GLA

**Timeline:**

Weekly/Bi-Weekly

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

VP/GLA will collaborate with re-engagement teacher, SRO & COST team when tracking student referrals to transition based on ed. Code. CAs will also work with level 1 & 2 students to ensure they are able to stay in class. This will ensure deescalation and further disciplinary action.

**Owner(s):**

VP/GLA/COST Team/SRO/CA

**Timeline:**

Weekly

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

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

**Owner(s):**

Reengagement Teacher/Counselors

**Timeline:**

Daily

**Details: Explain the data which will specifically 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):**

COST Team

**Timeline:**

Weekly

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

Academic Counselors/teacher/VP/GLA will data chat with a focus on grade correlation with chronic behavior referrals. Intervention for at most risk students will be monitored.

**Owner(s):**

Academic Counselors/VP/GLA/Teachers

**Timeline:**

Weekly, pre-progress report and pre-report card intervals.

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

Students not engaged in goal 2 activities will be encouraged to participate in activities of their choice. Students will be counseled for eligibility for athletics. Student engagement data will be monitored monthly through Atlas.

**Owner(s):**

VP/GLA/Campus Culture Director/Athletic Director

**Timeline:**

Monthly

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

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

**Owner(s):**

Social Emotional Counselor/GLAVP

**Timeline:**

Quarterly

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

Students will be targeted for an AMD Methodology course as well as YWAYMA

**Owner(s):**

Teacher

**Timeline:**

Daily

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

Teachers will receive training in cultural proficiency to ensure that daily teachers have an awareness of knowledge, attitudes and skills that support students feeling welcome and part of the school.

**Owner(s):**

Teacher/admin

**Timeline:**

Monthly training/daily work

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

All Scan ILT team will work Guiding Coalition to process and progress monitor student achievement data.

Owner(s):

ILT/Guiding Coalition

Timeline:

Monthly

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

Re-engagement teacher (per CSI Funding) will prep incoming students for restoratives and meeting with other students, teachers, and admin. Student will process the harm caused and how it can be resolved. This is an effective way for students to reflect prior to meeting

Owner(s):

Re-engagement Teacher

Timeline:

daily during 1st period

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 and allocate money to Young Men's Alliance and Young Women's Alliance with FTE instruction, Funding for an African American Student Adviser, 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.

Specify enhanced services for EL students:

- Behavior of EL students will be monitored quarterly. 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*

Specify enhanced services for low-performing student groups:

- All students will meet one on one with the academic counselors. Grades, goals, expectations will be reviewed.
- Parents will be notified and given the opportunity to met with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.
- African American students will be mentored using A4 mentors and Fresno Street Saints

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

- Parent surveys
- HSL communicate through phone calls and home visits
- COST Team meetings
- Parent contact through tiered referral system
- Parents will be educated on restorative practices
- Parents will have opportunities for Admin, Teacher and student meetings with high risk students
- Parent meetings prior to reentry back to school
- Parents will have access to Parent Portal, Edutext, Parent University.

Describe Professional Learning related to this action:

- Teachers will receive training in cultural proficiency to ensure that daily teachers have an awareness of knowledge, attitudes and skills that support students feeling welcome and part of the school.
- 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: Structures for Success, School wide commitments/expectations, social emotional initiatives, 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, parent meetings, restorative reentry.
- 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.

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies (No Food/Incentives)	3,000.00
G4A1	Sup & Conc	Instructional Supervision & Adm	Cl&Tech-Reg	Assistant, School Office	0.2500		15,125.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.3750		26,359.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	1,000.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.3750		26,359.00
G4A2	ESSA-CSI	Instruction	Teacher-Regu	Extra Period Pay For Teachers	0.1250	Extra Period - Prep Buyout	14,356.00
G4A2	Sup & Conc	Instruction	Travel			: CADA	5,000.00

**\$91,199.00**

## 2020-2021 Budget for SPSA/School Site Council

### State/Federal Dept 0415 Scandinavian Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Teacher subs lab School, ELPAC Training	7,130.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Teacher Supplemental Lab school ELPAC	10,754.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	9,130.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC	1,300.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			Curriculum Education Elements	1,066.00
G1A1	LCFF: EL	Parent Participation	Direct-Graph			Parent Participation Graphics	425.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology G1A3	30,754.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Consultant	100.00
G1A2	ESSA-CSI	Instruction	Teacher-Subs			Teacher subs	11,883.00
G1A2	ESSA-CSI	Instruction	Teacher-Supp			Teacher Supplemental	44,775.00
G1A2	ESSA-CSI	Instruction	Bks & Ref			: Books & Software iReady Illuminate-Site License/also supports G1A1, G1A3, G4A1, G4A2	39,218.00
G1A2	ESSA-CSI	Instruction	Mat & Supp			: Materials & Supplies (No Food/Incentives/Blanket Purchase Orders) G1A3	4,980.00
G1A2	ESSA-CSI	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A3	75,000.00
G1A2	ESSA-CSI	Instruction	Travel			: Travel for conferences G1A3, G4A1	4,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Material & Supplies	79,263.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Teacher supplemental	12,198.00
G1A3	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs	12,232.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			: Material & Supplies (No Food/Incentives) G1A2	15,000.00
G1A3	Title 1 Basic	Instruction	Direct-Graph			Graphics	7,134.00
G1A3	ESSA-CSI	Instruction	Teacher-Supp			Teacher supplemental	37,752.00
G1A3	ESSA-CSI	Instruction	Cons Svc/Oth			: Consultant G1A2	20,000.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental	12,198.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Maintenance Computer Repair	1,500.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs Culture Climate	32,665.00
G2A1	Sup & Conc	Instruction	Travel			travel	100.00
G2A1	Sup & Conc	Instruction	Direct Trans			Buses	100.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation	15,322.00
G2A1	Sup & Conc	Parent Participation	Direct-Food			Parent Participation Food	800.00
G2A1	LCFF: EL	Instruction	Direct Trans			Buses	100.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,800.00
G3A2	LCFF: EL	Instruction	Direct-Maint			Maintenance	2,000.00
G4A1		Parent Participation	Mat & Supp				0.00

G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies (No Food/Incentives)	3,000.00
G4A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, School Office	0.2500		15,125.00
G4A1	Sup & Conc	Attendance & Social Work Service	ClS Sup-Reg	Specialist, Chd Wel & Attnd II	0.3750		26,359.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	1,000.00
G4A1	LCFF: EL	Attendance & Social Work Service	ClS Sup-Reg	Specialist, Chd Wel & Attnd II	0.3750		26,359.00
G4A2	ESSA-CSI	Instruction	Teacher-Regu	Extra Period Pay For Teachers	0.1250	Extra Period - Prep Buyout	14,356.00
G4A2	Sup & Conc	Instruction	Travel			: CADA	5,000.00
							<b>\$581,878.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$68,220.00
ESSA-CSI	3182	\$269,848.00
Sup & Conc	7090	\$191,232.00
LCFF: EL	7091	\$52,578.00
<b>Grand Total</b>		<b>\$581,878.00</b>

Goal Totals	Budget Totals	
G1 - All students will excel in reading, writing, and math	\$437,792.00	
G2 - All students will engage in arts, activities, and athletics	\$49,087.00	
G3 - All students will demonstrate the character and competencies for workplace success	\$3,800.00	
G4 - All students will stay in school on target to graduate	\$91,199.00	
<b>Grand Total</b>		<b>\$581,878.00</b>