

**Scandinavian Middle School**

10621666006480

Principal's Name: Julie Goorabian-Ellis

*Julie Ellis 3/31/16*

Principal's Signature:

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

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

## 2016 - 2017 SPSA Needs Assessment

SCHOOL :

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### 1 Academic Performance

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	ELA (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6142</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	12/17	80.62 %
<input type="checkbox"/>	Middle	ELA (SBAC)	5- Achievement Gap	<a href="#">5997</a>	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	11/17	37.41 %
<input checked="" type="checkbox"/>	Middle	Math (SBAC)	2- Standard Met/Exceeded	<a href="#">6169</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	11/17	8.32 %
<input type="checkbox"/>	Middle	Math (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6160</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	11/17	91.68 %
<input type="checkbox"/>	Middle	Math (SBAC)	5- Achievement Gap	<a href="#">5998</a>	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	11/17	34.27 %
<input checked="" type="checkbox"/>	Middle	ELA (SBAC)	2- Standard Met/Exceeded	<a href="#">5926</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	9/17	18.81 %

### 2 Academic Growth

#### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	EL Redesignation	4- LTEL Redesignation	<a href="#">4774</a>	Number and percentage of Long Term English Learner students	12/17	21.52 %

Rate

redesignated

### 3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	High School Readiness	1- EIS Red Zone Rate	<a href="#">6643</a>	Number and percentage of K-12th grade students meeting all 3 EIS Red Zone (or higher) criteria	10/17	4.94 %

### 4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	Suspension	4- Behavior Growth	<a href="#">3684</a>	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	14/17	42.62 %
<input checked="" type="checkbox"/>	Middle	Suspension	2- Disproportionality	<a href="#">5976</a>	Number and percentage of students with 1 or more total suspension incidents whose subgroups are more than 10% negatively disproportionately represented	12/17	100 %
<input checked="" type="checkbox"/>	Middle	Chronic Absenteeism	1- Chronic Absenteeism Rate	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	12/17	16.93 %
<input type="checkbox"/>	Middle	Suspension	1- Suspension Rate	<a href="#">6109</a>	Number and percentage of students who have been suspended and/or expelled	9/17	15.74 %
<input type="checkbox"/>	Middle	Chronic Absenteeism	4- Attendance Retention	<a href="#">5963</a>	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	9/17	94.04 %

### 5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
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Number and percentage of unduplicated students not engaged in any

4/18/2016

SPSA Data Entry Tool

<input type="checkbox"/>	Middle	Student Engagement	3- Disproportionality	<a href="#">5944</a>	Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	14/17	26.85 %
<input checked="" type="checkbox"/>	Middle	Student Engagement	4- Long Term Engagement	<a href="#">5948</a>	Number and percentage of unique students engaged in any ongoing Goal 2 activities for 2 or more consecutive years.	7/10	10.71 %

Instructional Superintendent Approval :  No  Yes | Approval Date :

[Due date has passed, no more changes.]

# B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 1</b>	<p><b>Detail the action:</b> Scandinavian will provide comprehensive support to All students who have at least 1 “D or F” and or/have a GPA below a 2.0 .Guidance will provide college and career readiness student profile, awareness of A-G requirements and 6 year educational plan by implementing academic intervention, and guidance on goal setting and next action steps for improvement.</p> <p>Tier 1: Teachers will implement challenging content, differentiate instruction and provide academic intervention an enrichment during instruction, at lunch and after school as needed. Tier 2: Teachers will progress monitor weekly the effectiveness of intervention/enrichment by monitoring grades/assessments. Tier 3: Students will receive additional intervention outside of class until they achieve a “C” or above and grades will continue to be monitored.</p>		
<b>SQII Element: 2524</b> Academic Growth-CORE High School Readiness	<b>SQII Sub-element(s):</b> 5-High School Readiness Rate. Current rate is 42% (SQII 2524)	<b>Site Growth Target:</b> High School Readiness Rate of 47%	<b>Vendor</b> (contracted services)
<input type="checkbox"/> New going	<input checked="" type="checkbox"/> Action On-	Reasoning: <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><b>Write a SMART Goal to address each data point:</b> By May 2017 there will be an increase of students who are high school ready based on D/F grades in Math/ELA. CORE High School readiness will increase by 5% from 42% to 47%. The percent of students receiving a grade of D or F will decrease by 5% from 30.4% to 25.4%.</p>			
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b> (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> <li>Comprehensive Progress monitoring in ELA &amp; Math. Teachers will run pre-progress reports every 2 weeks. Any students with a “D” and/or “F” in high school readiness core classes will attend intervention tutoring to improve their grades.</li> </ul>		<p><b>Owner(s)</b></p> <ul style="list-style-type: none"> <li>Teachers/GLC &amp; GLA</li> </ul>	<p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>GLC/GLA Quarterly Monitor and every 2 weeks teachers.</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Grades will continue to be monitored every 2 weeks until progress reports/Report card.</i></li> <li>• <i>ATLAS student grade data reports.</i></li> <li>• <i>Monthly common formative assessments will be implemented and followed up with data analysis and a plan for targeted intervention with the use of tutoring and PLUS teachers. Students who are not on target will remain with their Core teacher for strategic intervention and students that are on target will go to their PLUS teachers for enrichment. Data will be shared during Professional development on the progress of the tutoring/intervention program.</i></li> <li>• <i>GLA and Academic Counselor will implement guidance on goal setting and action steps for improvement. Students will be provided with a college and career readiness student profile, awareness of A-G requirements and 6 year educational plan that will be monitored through EHS/ATLAS.</i></li> <li>• <i>Academic Counselor will progress monitor caseload every progress report/grade reporting period with goal setting and next action steps.</i></li> <li>• <i>AC Data Chats/PLUS grade data chats with a focus on literacy and performance in content areas through use of digital literacy. Action Plan for Improvement Development.</i></li> <li>• <i>AC Agendas will be pre-approved and minutes collected for meetings, AC meetings and planning time will focus on the four grounding questions with emphasis on “What do we do when they have not learned?” Focus will be on providing targeted and timely intervention and enrichment.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>GLC/GLA/ Teachers</i></li> <li>• <i>GLC</i></li> <li>• <i>Teacher/PLUS teacher</i></li> <li>• <i>GLA/GLC</i></li> <li>• <i>GLC</i></li> <li>• <i>AC’s, Principal/VP/GLA</i></li> <li>• <i>AC Teams/Principal</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teachers/GLC/GLA</i></li> <li>• <i>GLC will print out and distribute to Warrior Connect teachers at Progress reports/report card timelines</i></li> <li>• <i>Monthly</i></li> <li>• <i>Quarterly</i></li> <li>• <i>Quarterly</i></li> <li>• <i>Progress report timeline</i></li> <li>• <i>Weekly</i></li> </ul>
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<ul style="list-style-type: none"> <li>Weekly walkthrough data will monitor the implementation of challenging content based on the Instructional Practice Guide tenants (Focus, Coherence, Rigor) as well as the implementation of technology and district adopted curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Principal/VP/GLA/Peer observations.</li> </ul>	<ul style="list-style-type: none"> <li>Admin Weekly/Peer observations quarterly</li> </ul>
<p><b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b></p> <ul style="list-style-type: none"> <li>Parents will be notified of student’s grades and tutoring/enrichment options at progress report/report card intervals and every 2 weeks for D’s &amp; F’s ; GLC/GLA/Teachers.</li> <li>Parent Coffee Hour Parents will be trained on how to use ATLAS to monitor grades</li> <li>Parent teacher conferences</li> <li>SSC/ELAC will have a meeting to focus on CORE High School Readiness</li> <li>Student celebrations for improvements</li> <li>College Making It Happen: Students will have the opportunity to participate in college and career readiness with a special night dedicated to providing information to parents regarding making college happen including parent incentives to promote making their child’s future a priority.</li> </ul>		
<p><b>Describe related professional learning:</b></p> <ul style="list-style-type: none"> <li>Professional Learning dedicated to comprehensive use of illuminate common formative assessments, differentiating instruction, and flexible grouping. Teachers will utilize the book, <u><b>It’s About Time-Planning Interventions and Extensions in Secondary School.</b></u></li> <li>SPED students will be monitored by SPED teachers and Case Managers based on IEP goals.</li> <li>AC teams will implement common grading policy on research based best grading practices studied</li> <li>Professional learning and resources to develop instructional strategies, common assessments and student performance outcomes.</li> <li>AC teams will continue work on identifying essential standards, common formative assessments and performance tasks for these standards. Consistently review and analyze student work to increase proficiency levels.</li> <li>Staff will continue review Instructional Practice Guide in ELA and Math.</li> <li>Staff will attend district workshops/training needed for adoption of new curriculum.</li> </ul>		
<p><b>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</b></p> <ul style="list-style-type: none"> <li>Students will receive direct instruction with challenging content as well as differentiated instruction within instructional time</li> <li>Inside and outside of the classroom time (tutoring at lunch/after school) to support their needs. Teachers will have supplemental contracts approved for tutoring.</li> </ul>		



- *School wide grade tracking and goal setting with the use of academic planners.*
- *Students will utilize digital resources that align with practice and assessment with SBAC administration.*
- *Students will participate in strategic intervention groups after data from common formative assessments are analyzed.*
- *Quarterly students will be recognized for academic growth (GPA) certificates, trophies, medals, food for celebrations.*
- *Implementation of career pathways/technical education course and rigorous high school electives.*
- *Mentoring program for eligible students.*
- *Supplemental activities and progress monitoring for SPED/functional skills students. Case Managers will monitor IEP Goals (at the Quarter report card) and grades for all students on caseload at progress reports and end of reporting periods. Intervention will be provided for all students earning a grade of D or F in any Core Class.*
- *District adopted curriculum and supplemental materials for 21<sup>st</sup> century skills.*
- *Students receiving below a 2.0 will be meeting with a mentor (Plus Teacher) bi-monthly to support them with organization strategies, goal setting.*
- *Academic Counselor with support from Warrior Connect Teachers and Plus Teachers will target all students who have at least 1 “D” or “F” and meet each student on a bi-weekly basis to provide guidance to students on goal setting and next action steps.*
- *Students will have opportunities to participate in career pathways/technical education courses, and rigorous high school credit electives through middle school redesign model.*

***Specify additional targeted actions for EL students:***

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

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher supplemental salaries	18,598
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher supplemental salaries	8,137
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				teacher supplemental contracts	13,948
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent participation, Coffee hours, celebrations, communication	2,913
1	1	Title 1 Basic	Instruction	Materials & Supplies				professional materials & supplies	3,500
1	1	Sup & Conc	Instruction	Materials & Supplies				Supplemental Materials and supplies	8,000
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies	10,000
1	1	EL	Instruction	Materials & Supplies				materials and supplies	2,500
1	1	Sup & Conc	Instructional Supervision & Administration	Materials & Supplies				Materials & Supplies :Instructional supervision and administration	800
1	1	EL	Instruction	Direct-Other (Dr)				Testing	1,000
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				graphics	2,000
<b>Total</b>									<b>\$71,396</b>

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 2</b>	<p><b>Detail the action:</b> Scandinavian will implement a comprehensive reading support and intervention program to include challenging content focused on high quality text, intervention and acceleration during class and outside of class to support students who need more time and support. Tier 1: The majority of instructional time will be spent reading, writing and listening to complex text. Tier 2: Content in all classes will include strategies to promote critical thinking through complex text, talk and task based on Grade level CCSS. Tier 3: Students will have access to digital literacy in all content classes as well as access to AR reading program and additional tutoring outside of the instructional day.</p>		
<p><b>SQII Element: 5926</b> Academic Performance-SBAC ELA</p>	<p><b>SQII Sub-element(s):</b> <b>SQII (5926)</b> 18.81% of students scored standard met or standard exceeded on ELA SBAC</p>	<p><b>Site Growth Target:</b> Fall 2017 target to move from 18.81% to 23.81% students scoring standard met or standard exceeded on ELA SBAC.</p>	<p>Vendor (contracted services) AR (Split funded with ASP) Achieve 3000</p>
<p><input type="checkbox"/> New    <input checked="" type="checkbox"/> Action On-going    Reasoning: <input type="checkbox"/> Data    <input checked="" type="checkbox"/> Research-based    <input type="checkbox"/> Local Knowledge/Context</p>			
<p><b>Write a SMART Goal to address each data point:</b> Regional Goal of having students reading on grade level. DRP Summary-18% of students scored at or above grade level on the fall 2015 test. 38% were below grade level on key ideas/details, 50% were below on craft/structure and 73% were below on integration of knowledge and ideas.</p> <ul style="list-style-type: none"> <li>Students scored 18.81% standard met or standard exceeded on the ELA SBAC EOY 14-15. It is the goal to move this by 5% from 18.81% to 23.81% by Fall of 2017.</li> <li>By May 2017 DRP will show a 10% increase in students scoring at grade level or above in reading: From 18% to 28%. This will be achieved through a comprehensive reading support and intervention program to include reading comprehension strategies in all content classes with an emphasis on students significantly below grade level on the 7<sup>th</sup>/8<sup>th</sup> grade 2015 fall DRP administration.</li> </ul>			
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b> (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> <li>Teachers will use spring DRP data, district/state common assessments to be strategic in their planning for reading/reading comprehension.</li> </ul>		<p><b>Owner(s)</b></p> <ul style="list-style-type: none"> <li>Teachers/VP</li> </ul>	<p><b>Timeline</b></p>

<ul style="list-style-type: none"> <li>• <i>Academic literacy across the curriculum using claim, evidence and reasoning in alignment with our <b>Community of Practice</b> focus to promote challenging content and increase student reading level.</i></li> <li>• <i>Full implementation of challenging content targeting CCSS across all content areas: Classroom Walkthrough Data Tool focused on <b>the IPG shows 49% of teachers implementing challenging content at level 3-mostly</b>. Weekly admin will monitor implementation of complex text, talk and task through walkthrough data and collection of common formative assessments as evidence.</i></li> <li>• <i>On site ongoing collaboration during AC meetings to look at data to increase student performance through complex text, talk, and tasks.</i></li> <li>• <i>AC Teams will create common formative assessments based on the CCSS and scope and sequence, essential questions, DOK, foundations.</i></li> <li>• <i>Accountable communities collaborate to create, evaluate and analyze data to increase student performance through complex text, talk and tasks around challenging content to promote reading comprehension at higher levels.</i></li> <li>• <i>Continued training in Teacher Talk Moves, Discussion Stems, Socratic Seminar and scaffolding strategies for EL, effective note taking in all content areas.</i></li> <li>• <i>Goals will focus on increased literacy and performance in content areas through daily opportunities using digital literacy.</i></li> <li>• <i>SPED teachers will progress monitor students to ensure students are on target to meet IEP goals.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Admin/Teachers</i></li> <li>• <i>Admin</i></li> <li>• <i>Teachers/AC teams</i></li> <li>• <i>Teachers/AC teams</i></li> <li>• <i>Teachers/AC Teams</i></li> <li>• <i>Buyback, PL early dismissal days</i></li> <li>• <i>Teachers</i></li> <li>• <i>SPED Teachers</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>District DRP timelines</i></li> <li>• <i>Monitor quarterly</i></li> <li>• <i>Weekly data collection .Common formative assessment data reviewed quarterly</i></li> <li>• <i>Weekly</i></li> <li>• <i>Monthly</i></li> <li>• <i>Monthly</i></li> <li>• <i>Quarterly</i></li> <li>• <i>Daily</i></li> <li>• <i>Quarterly</i></li> </ul>
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<ul style="list-style-type: none"> <li>• <i>CCI through data review, target setting goals, action plans, identifying best teaching practices, strengths and challenges, teachers will develop a strategic, targeted approach to teaching, this targeted approach of developing department/grade level common core lessons using digital literacy and literacy design collaborative mini tasks and performance task within the Middle School Redesign and PLUS iPL model.</i></li> <li>• <i>Ongoing training through FUSD instructional commitments: Increase complex talk, text, and tasks through reading, writing, listening and speaking in complex text. 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.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teachers/Admin</i></li> <li>• <i>Teachers/Admin iPL Trainers</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Quarterly Review Progress</i></li> <li>• <i>Bi-weekly training and AC Planning days</i></li> </ul>
<p><b><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></b></p> <ul style="list-style-type: none"> <li>• <i>Parents will be notified of student’s DRP scores with and explanation to what is expected at grade level and what parents can do at home for intervention.</i></li> <li>• <i>Parent Coffee Hour to address parent knowledge of DRP, reading comprehension CCSS.</i></li> <li>• <i>Parent Conferences/ Back to School Night</i></li> <li>• <i>Student celebrations Students making growth.</i></li> <li>• <i>Translators for parents</i></li> </ul>		
<p><b><i>Describe related professional learning:</i></b></p> <ul style="list-style-type: none"> <li>• <i>½ day planning/training focused on literacy/reading comprehension.</i></li> <li>• <i>Continue with staff reading <u>Notice and Note and Reading Nonfiction Notice and Note Stances, Signposts, and Strategies</u></i></li> <li>• <i>PL opportunities will include complex text, talk and task as well as Vocabulary for content areas to support ELA/Math.</i></li> <li>• <i>Teachers will have opportunities to attend training, conferences, focused on disciplinary literacy strategies</i></li> <li>• <i>PL with an emphasis on literacy skills across the curriculum</i></li> <li>• <i>Resources for professional learning opportunities to develop instructional strategies, assessments and collaboration time to calibrate student performance outcomes. Time will be given to target and deconstruct essential standards.</i></li> <li>• <i>Teachers will consistently review and analyze student work to calibrate proficiency levels and increase student performance in each grade level and subgroup.</i></li> <li>• <i>Common planning time will be designed around departmental needs through the CCI, reviewing data, setting target goals, and action plans, identifying best teaching practices, strengths, challenges, and teachers will develop a strategic targeted approach to teaching.</i></li> </ul>		

- *Instructional leadership team will develop and implement PL opportunities which will include: complex text, task, talk, accountable talk, writing strategies, academic vocabulary for content areas to support, classroom foundations, four essential questions, how increase literacy and performance in content areas, data analysis and action planning through CCSS, scope and sequence, district adopted curriculum and AVID methodologies.*
- *Teachers will have the opportunity to collaborate with the PLUS team to conduct peer lesson observations to support in specific identified areas based on student assessment results.*
- ***Community of Practice** lead by Plus Team will support teachers with addressing the problem of practice to implement challenging content through complex text and tasks that will promote increased student proficiency in reading level and student mastery of focus standards based on common formative assessment, DRP, and District Interim Assessment.*
- *PL will refocus on 21<sup>st</sup> century skills utilizing district adopted materials alongside supplemental materials.*
- *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*

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

- *Students will receive tiered levels of support based on common formative assessment analysis.*
- *Students will be offered tutoring at lunch and after school based on grades and test scores to close the achievement gap.*
- *Students will utilize digital resources/literacy to align with administration of DRP*
- *Students will receive instruction on the 9 key reading strategies.*
- *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.*
- *Students will have access to AR text and literacy during non-instructional time and as part of the After School Program. Students will be able to take test and earn points towards personal goals.*
- *All students will participate in grade tracking and goal setting and mentoring support through PLUS*
- *Students will have academic planners for goal setting, college and career readiness profile, and 6 year educational plan as well as organize assignments, calendar and provide parent communication.*
- *Students will receive recognition for meeting growth goals on DRP*
- *Students will have opportunities to receive support from Warrior Connect teachers and PLUS teachers when setting and monitoring goals.*
- *Students will have opportunities to put into practice 21<sup>st</sup> century skills.*
- *SPED students will be mainstreamed to meet IEP needs/goals in core subjects through Universal Design Learning.*

***Specify additional targeted actions for EL students:***

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

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Materials & Supplies				materials & Supplies	5,500
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Tablets & technology access to digital resources/digital literacy	6,714
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Tablets and technology access to digital literacy	7,000
2	1	EL	Instruction	Non Capitalized Equipment				tablets/technology digital literacy	7,000
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				direct maintenance	1,000
Total									\$27,214

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
	<b>Action # 3</b>	<p><i>Detail the action: EOY 2017 student and school wide GPA of 2.5 as indicated by high school readiness will reach 75% of students reaching this goal. Tier 1: Any student receiving a GPA below a 2.5 at progress report will have goal setting chats. Tier 2: Students will get a detailed print out of any missing assignments/failed test and given an opportunity to remedy failed or missing assignments. Tier 3: If student continues to have failing grades they will be assigned intervention or tutoring at lunch/after school. Students exceeding or meeting high school readiness will be given enrichment opportunities.</i></p>				
<b>SQII Element: 2524</b> High school readiness below a 2.5 GPA.	<b>SQII Sub-element(s):</b> Core high school readiness rate. (SQII 2524)		<b>Site Growth</b> High School Readiness rate will move by 5% from 42% to 47% by EOY 2017. Target: 85 % of students will have a GPA of 2.5 or higher.		<b>Vendor (contracted services)</b>	
<input type="checkbox"/> New	<input checked="" type="checkbox"/>	Action On-going	Reasoning: <input type="checkbox"/>	Data <input checked="" type="checkbox"/>	Research- <input type="checkbox"/>	based Local Knowledge/Context

<p><b>Write a SMART Goal to address each data point:</b> Scandinavian Middle School will move its high school readiness rate by 5% from 42% to 47% by EOY 2017.75% of the students at each quarter will maintain a 2.5 GPA as a SQII indicator of high school readiness. This will be monitored at progress report and tracked at each quarter by GLA. Students not meeting this goal will receive interventions with their PLUS teacher as well as opportunities for tutoring and enrichment if they are meeting or exceeding. This will be done through comprehensive monitoring of grades and providing opportunities for enrichment, tutoring, intervention.</p>		
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b> (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> <li>Academic Counselor will progress monitor caseload every progress report/grade reporting period with goal setting and next action steps.</li> <li>Students will receive grade reports detailing missing assignments and failed test. Students will be given the opportunity to remedy their grade. Grades will be monitored for further referrals for intervention with PLUS teacher, lunch and after school tutoring.</li> <li>Students in accelerated courses will be counseled and sign a contract about expectations. Students with failing grades that do not remedy or attend intervention will be recommended for course changes.</li> <li>Comprehensive intervention progress monitoring through formative assessments.</li> <li>On site ongoing collaboration during AC meetings to look at data to increase student performance through complex text, talk, and tasks through common lessons/assessments. Data will determine intervention, tutoring or enrichment opportunities for students.</li> <li>SPED teachers will progress monitor students ensure students are on target to meet IEP goals and achieving GPA at 2.5 or better.</li> </ul>	<p><b>Owner(s)</b></p> <ul style="list-style-type: none"> <li>AC//GLA</li> <li>AC/GLA/Teachers</li> <li>GLA/Teachers</li> <li>Teachers</li> <li>Teachers/AC Teams</li> <li>SPED Teachers</li> </ul>	<p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>Progress report timelines/report card timelines</li> <li>GLC/GLA Progress report and pre report card. Teachers monthly.</li> <li>Quarterly/Monthly</li> <li>Monthly</li> <li>Weekly collection and monthly CFA</li> </ul>



		<ul style="list-style-type: none"> <li>• <i>Bi-quarterly at progress and end of reporting periods</i></li> </ul>
<p><b><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></b></p> <ul style="list-style-type: none"> <li>• <i>Parents will be notified of student’s grades and opportunities for intervention, tutoring and enrichment at progress report/report card intervals for D’s &amp; F’s every 2 weeks by-GLA/GLC/Teachers</i></li> <li>• <i>Parent Coffee Hour will focus aspects of high school readiness as well as A-G requirements</i></li> <li>• <i>Parent Conferences/ Back to School Night</i></li> <li>• <i>Student celebrations</i></li> <li>• <i>Translators for parents</i></li> </ul>		
<p><b><i>Describe related professional learning:</i></b></p> <ul style="list-style-type: none"> <li>• <i>AC teams will implement a common grading policy on researched based best grading practices. Goal setting and grade setting Training 4<sup>th</sup> week of school.</i></li> <li>• <i>PL strategies provided to implement intervention and enrichment with PLUS teachers and co-teachers as resources.</i></li> <li>• <i>Teachers will further develop student questioning components using higher level thinking DOK 3-4.</i></li> <li>• <i>Professional Learning dedicated to comprehensive use of illuminate common formative assessments</i></li> <li>• <i>Intervention/enrichment progress monitoring assessment</i></li> <li>• <i>Academic literacy across the curriculum using claim, evidence and reasoning. –Community of Practice PL through Plus Team</i></li> <li>• <i>Accountable communities collaborate to create, evaluate and analyze data to increase student performance through complex text, talk and tasks.</i></li> <li>• <i>Accountable communities will collaborate on common assignments aligned to CCSS and scope/Sequence</i></li> <li>• <i>Continued training in Teacher Talk Moves, Discussion Stems, Socratic Seminar and scaffolding strategies for EL, note taking in all content areas.</i></li> <li>• <i>CCI through data review, target setting goals, action plans, identifying best teaching practices, strengths and challenges, teachers will develop a strategic, targeted approach to teaching, this targeted approach of developing department/grade level common core lessons using digital literacy and literacy design collaborative mini tasks and performance task within the Middle School Redesign and PLUS iPL model.</i></li> <li>• <i>Teachers will have an opportunity to attend district workshops/trainings when available.</i></li> </ul>		
<p><b><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></b></p>		

- All students' school wide will participate in grade tracking and goal setting using academic planners on a monthly basis. 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.
- All students below a 2.5 GPA will be meeting with GLA/Academic Counselor (AC) or Plus Teacher to receive support in organization strategies, goal setting, and print out of grades with missing assignments/failing test.
- Students will receive tiered levels of support through intervention grouping with Plus teacher based on common formative assessment analysis.
- Students who are unable to remedy their grades will be offered tutoring at lunch and after school based on grades and test scores to close the achievement gap.
- Students will utilize digital resources and literacy aligned with local, state and district test.
- SPED students will be mainstreamed to meet IEP needs/goals in core subjects through Universal Design for Learning.
- Quarterly students will be recognized for achieving academic accomplishments of achieving a 2.5 GPA, Merit List, Honor Roll and Principal's Honor Roll Awards.

**Specify additional targeted actions for EL students:**

- PLUS teachers will meet with EL students to quarterly monitor redesignation goals if students are below grade level and do not have a 2.5 GPA or higher.
- EL students not meeting GPA goals for redesignation will meet in flexible intervention groups through PLUS teachers every other week until they reach GPA level for redesignation.
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning. Implementation of site EL Plan and AC EL Plan components.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher substitute salaries	2,034
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher substitute salaries	1,371

3	1	Sup & Conc	Parent Participation	Classified Support-Supplemental				classified support supplemental	939
3	1	EL	Instruction	Teacher-Substitute Salaries				teacher substitute salaries	1,714
3	1	EL	Instruction	Other Classified-Supplemental				classified supplemental	2,349
3	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				subs for teachers	2,856
3	1	Title 1 Basic	Instruction	Other Classified-Supplemental				Classified supplemental	1,176
3	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental				parent meetings/school events/translators/babysitters	2,935
3	1	Sup & Conc	Instruction	Direct Transportation (Dr)				Buses and transportation	1,800
3	1	Sup & Conc	Parent Participation	Materials & Supplies				outreach to parents on student achievement	2,050
3	1	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics	1,584
3	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	2,500
3	1	EL	Parent Participation	Direct-Graphics (Dr)				communication with parents	1,000
Total									\$24,308

Domain	<input type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input checked="" type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 4</b>	<p><i>Detail the action: Suspensions will be monitored by student and Ed code violations. Patterns will be established and targeted to meet the needs of staff and students. Support will be provided through implementation of restorative practices, increased Goal 2 activities and student engagement. Tier 1: VP and GLA will monitor suspension rates on ATLAS. Tier 2: 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 3: High risk students will attend a COST team meeting and interventions will be put in place including restorative measures.</i></p>		
<p><b>SQII Element: 5976</b> Suspension As of Jan. 2016 19.03% suspension rate.</p>	<p><b>SQII Sub-element(s): (SQII 5976)</b> Suspension rate, disproportionality, appropriate behavior intervention. 22.09% of suspensions are African American Students(27.5% of all AA) 67.79% are Hispanic(10.21% of all Hispanic) 11.63% are Asian (6.62 % of all Asians)</p>	<p><b>Site Growth Target:</b> Move the suspension rate from 19.03% to 14.03%. Reduce the disproportion of African American student suspension by 10% from 22.09% to 12.09%.</p>	<p><b>Vendor</b> (contracted services)</p>
<input type="checkbox"/> New going	<input checked="" type="checkbox"/> Action On-	<p>Reasoning: <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research- <input type="checkbox"/> based Local Knowledge/Context</p>	
<p><b>Write a SMART Goal to address each data point:</b> By May 2017, Suspensions per 100 will move 5%. From 19.03% to 14.03% as measured by ATLAS Suspension Report and SQII. The disproportion of African American student’s suspension rates will be moved by 5% from 22.09% to 17.09%.</p>			
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b> (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> <li>Behaviors and referrals will be monitored through ATLAS (TBD by DPI)</li> <li>Teacher referrals will be monitored by VP and GLA Bi-weekly with suspension analysis by ed. Code.</li> </ul>		<p><b>Owner(s)</b></p> <ul style="list-style-type: none"> <li>VP/GLA/DPI</li> <li>VP/GLA</li> </ul>	<p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>Bi-weekly</li> <li>Bi-weekly</li> </ul>

<ul style="list-style-type: none"> <li>• <i>VP will collaborate with Transition teacher on tracking student referrals to transition based on ed. Code.</i></li> <li>• <i>Transition students' academic progress and assignment completion will be monitored. Transition teacher will provide AVID strategies to include time management, study skills and social emotional coping strategies</i></li> <li>• <i>High risk students will attend a COST team meeting and interventions will be put in place and monitored.</i></li> <li>• <i>Students will be provided with a college and career readiness student profile, awareness of A-G requirements and 6 year educational plan that will be monitored through EIS/Atlas</i></li> <li>• <i>AC teacher data chats /PLUS will focus on grade correlation with chronic behavior referrals. Intervention for at most risk students will be monitored.</i></li> <li>• <i>Students not engaged in goal 2 activities will be encouraged to participate in activities of their choice. Student engagement data will be monitored monthly through Atlas</i></li> <li>• <i>GLC/GLA/Social Worker will implement and monitor a mentoring program for our at most risk students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>VP/Transition teacher</i></li> <li>• <i>Transition teacher/Core teacher / Social Emotional Counselor</i></li> <li>• <i>GLC/Social Worker</i></li> <li>• <i>Academic Counselor</i></li> <li>• <i>VP/GLA/PLUS/AC</i></li> <li>• <i>VP/ Campus Culture Team/AD</i></li> <li>• <i>GLC/GLA/Social Worker/Teachers</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Monthly</i></li> <li>• <i>Daily/Weekly assignments will be turned in.</i></li> <li>• <i>Monthly /Pre-progress/Pre-report card monitor. Tutoring/intervention/enrichment weekly.</i></li> <li>• <i>Quarterly</i></li> <li>• <i>Quarterly</i></li> <li>• <i>Monthly</i></li> <li>• <i>Monthly</i></li> </ul>
<p><b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b></p> <ul style="list-style-type: none"> <li>• <i>Parent surveys</i></li> <li>• <i>HSL communicate with phone calls and visits to homes</i></li> <li>• <i>COST team meetings</i></li> </ul>		

- *Parent contracts*
- *Parents will be educated on restorative practices*
- *Coffee hours, celebrations*

***Describe related professional learning:***

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

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

- *Students will participate in classroom meetings through Warrior Connect.*
- *Students will be given opportunities to participate in restorative practices/circles and opportunities for correct/reflect code violations*
- *Scandinavian Middle School will continue to support Young Men’s Alliance and Young Women’s Alliance with FTE instruction, curriculum program, specific materials (backpacks, t-shirts etc.), community service projects, study trips, guest speakers and other aspects to encourage participation in this program.*
- *Continue with implementation of WEB program, mentoring, lunchtime activities, leadership activities, academic planners, assessment and goal setting.*
- *Assign High Risk students a volunteer staff member mentor to meet with on a regular basis and shadow who will be reimbursed for incentives.*
- *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 EIIS 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*
- *Expansion of Clubs offered to include a Black Student Union Club*

**Specify additional targeted actions for EL students:**

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

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Middle School	0.2000		1065839: Foster, Breanna N [Sen 8/13/2014] - PE (0.8 FTE) +0.2 Site funds	16,280
4	2	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher substitute salaries	1,371
4	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher supplemental for YMA/YWA	6,393
4	2	Sup & Conc	Instruction	Materials & Supplies				materials and supplies	8,500
								<b>Total</b>	<b>\$32,544</b>

Domain	<input type="checkbox"/> I. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 5</b>	<b>Detail the action:</b> Scandinavian has a comprehensive school wide action plan to increase attendance by 2%. Tier 1: Monitor attendance data by-Satisfactory, Manageable, Chronic and severe and assign these categories for targeted action. Tier 2: Satisfactory students and students with improved attendance will receive incentives. Students that are manageable will receive communication on how to improve. Chronic and Severe students will conference and have home visits. Tier 3: Attendance workshop with VP, SART process with social worker.		
<b>SQII Element: 5942</b> Chronic Absenteeism As of Jan. 2016 our current attendance rate is 93.55% 10% of our population are chronic 3.6% of our students are severe chronic	<b>SQII Sub-element(s):</b> Chronic Absenteeism rate(SQII 5942) 10% of our population are chronic. 3.6% of our students are severe chronic	<b>Site Growth Target:</b> EOY 2017 goal of 95% attendance. EOY chronic goal to 8% from 10% and eliminate our severe chronic from 3.6% to 2.6%	<b>Vendor</b> (contracted services)
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Action On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<b>Write a SMART Goal to address each data point:</b> EOY 2017 goal of 95% attendance. EOY chronic goal 10% to 8% and eliminate our severe chronic from .3.6% to 2.6%. This will be done through a comprehensive and strategic action plan to encourage positive attendance rates with incentives and supports put in place.			
<b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b> (Include all interim monitoring evidence points showing impact)  <ul style="list-style-type: none"> <li>Daily Review ATLAS for ADA</li> <li>Review EIIS data to strategically target and increase manageable student attendance.</li> <li>Document phone logs, parent and student contact related to attendance on ATLAS.</li> </ul>		<b>Owner(s)</b>  <ul style="list-style-type: none"> <li>Admin/Attendance clerk.</li> <li>Admin/Attendance clerk/Social Worker</li> <li>Admin/Attendance clerk/Social Worker/HSL</li> </ul>	<b>Timeline</b>  <ul style="list-style-type: none"> <li>Daily Monitor ADA on ATLAS</li> <li>manageable students Weekly/monthly, quarterly</li> <li>Weekly contact and log</li> </ul>



<ul style="list-style-type: none"> <li>• <i>GLA and VP will target manageable students and log contact.</i></li> <li>• <i>Teachers monthly will track the “Keep it 100” students &amp; classes</i></li> <li>• <i>PLUS teams will create lesson on the importance of attendance and track their teams for an end of the year incentive.</i></li> <li>• <i>Quarterly Social Emotional Counselor and GLA will track/identify perfect 100% and 95% attendance students</i></li> <li>• <i>Semester GLA/SEC will identify all students with 95% attendance in line with High School Readiness.</i></li> <li>• <i>Tardy Sweeps will be conducted to target students being in class on time. The tardies will be tracked and monitored by the VP. Students with chronic tardies will be counseled and a phone call home continued repeated tardies will receive lunch or after school behavior intervention.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>GLA/VP</i></li> <li>• <i>Teachers</i></li> <li>• <i>PLUS Team</i></li> <li>• <i>Social Emotional Counselor/ GLA</i></li> <li>• <i>GLA/ SEC</i></li> <li>• <i>VP/ AC/ SEC</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Monthly</i></li> <li>• <i>Monthly</i></li> <li>• <i>Semester</i></li> <li>• <i>Quarterly</i></li> <li>• <i>Semester</i></li> <li>• <i>Weekly</i></li> </ul>
<p><b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b></p> <ul style="list-style-type: none"> <li>• <i>Parent meetings on attendance quarterly</i></li> <li>• <i>HSL to call home/ home visits for at risk students</i></li> <li>• <i>VP will contact parents for attendance meetings</i></li> <li>• <i>Social Worker will contact parents for SART meeting.</i></li> <li>• <i>VP &amp; GLA will contract manageable students’ parents and encourage good attendance.</i></li> <li>• <i>VP, GLA, GLC will contact parents in regards to tardies.</i></li> <li>• <i>Parent Coffee Hours to include training on attendance by Social Emotional Counselor and Home School Liaison</i></li> </ul>		
<p><b>Describe related professional learning:</b></p> <ul style="list-style-type: none"> <li>• <i>Teachers will review attendance data and given strategies to improve attendance and tardies daily.</i></li> <li>• <i>Teachers will be given tools(incentives) to help improve attendance and tardies to include goal setting and strategies to support improved attendance during Warrior Connect and or Plus classes.</i></li> </ul>		

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

- *Students will participate in rallies and expectation talks on attendance*
- *Students will be given the opportunity to weekly improve their attendance and qualify for the principal’s incentive drawing.*
- *Monthly classrooms can compete for 100% attendance (Keep it 100) and receive an incentive.*
- *Quarterly students will be honored for perfect attendance and 95% attendance*
- *Weekly students will receive incentives for improved attendance by the Principal.*
- *Semester students will be able to participate in an incentive field trip when identified with 95% attendance and above.*
- *EOY the winning PLUS team with the best overall attendance will have a field trip.*
- *Students will receive guidance and goal setting strategies to improve attendance through Plus classes and during Warrior Connect.*

*Specify additional targeted actions for EL students:*

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

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.0179			516
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.1071			3,509
5	2	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.0446			1,285
5	2	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2679			8,776
5	2	Sup & Conc	Instruction	Materials & Supplies				materials and supplies	8,562
5	2	EL	Instruction	Materials & Supplies				materials and supplies	3,000

5	2	Sup & Conc	Instruction	Direct Transportation (Dr)			Buses and transportation	1,500
5	2	Sup & Conc	Parent Participation	Materials & Supplies			Outreach to parents to increase attendance	2,050
							Total	\$29,198

<b>Domain</b>	<input type="checkbox"/>	<b>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</b>	<input type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</b>	<input checked="" type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</b>
<b>Action # 6</b>	<p><i>Detail the action:</i> Scandinavian Middle School will identify and target second language learners who have been continuously enrolled for more than 5 years for Redesignation. Tier 1: All ELL students will be identified and assigned a PLUS teacher/case manager to monitor their progress. Tier 2: All ELL students will attend quarterly redesignation counseling where they will goal set. Tier 3: All ELL students will receive integrated and designated instruction to meet their academic needs.</p>					
<p><b>SQII Element: 4774</b> English Learner</p> <p>78.48% of our ELL students have been continuously enrolled more than 5 years and are still scoring at beginning, early intermediate or intermediate levels.</p>	<p><b>SQII Sub-element(s):</b> Continuously enrolled redesignation rate (SQII 4774)</p>		<p><b>Site Growth</b> Target: ELL’s continuously enrolled and not redesignated will move from 78.48% to 68.48% by 2017 EOY.</p>	<p><b>Vendor</b> (contracted services) Achieve 3000 CELDT Assessors</p>		
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Action On-going	Reasoning:		<input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based	<input type="checkbox"/> Local Knowledge/Context
<p><b>Write a SMART Goal to address each data point:</b> Regional Goal of Redesignation of EL Students. By May 2017 CELDT data will indicate that ELL who have been continuously enrolled for more than 5 years and have not yet been redesignated will move from 78.48% to 68.48% by EOY 2017 through strategic monitoring by PLUS and implementation of training of teachers through PLUS team on the EL frameworks/standards and how they can plan/incorporate these standards across the curriculum in listening, speaking, reading, and writing.</p> <p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b> (Include all interim monitoring evidence points showing impact)</p>						

	<b>Owner(s)</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• <i>PLUS team/ IEP case managers &amp; GLA will monitor interim and DRP test of EL students</i></li> <li>• <i>Students will be counseled on achievement and gaps. Criteria for success goals will be set and documented on ATLAS.</i></li> <li>• <i>EL students GPA and DRP scores will be monitored and interventions with PLUS tutoring will be monitored and documents.</i></li> <li>• <i>PLUS team will help implement components of the CELDT test</i></li> <li>• <i>PLUS team will progress monitor redesignated students for satisfactory progress</i></li> <li>• <i>SPED teachers will monitor the progress of their students with IEP goals being monitored.</i></li> <li>• <i>RFEP students will be monitored for satisfactory progress quarterly.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>PLUS/GLA</i></li> <li>• <i>PLUS</i></li> <li>• <i>PLUS/GLA</i></li> <li>• <i>PLUS</i></li> <li>• <i>PLUS</i></li> <li>• <i>SPED Teachers</i></li> <li>• <i>Teachers/ GLA/PLUS</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Quarterly</i></li> <li>• <i>Quarterly</i></li> <li>• <i>Quarterly</i></li> <li>• <i>Fall CELDT Testing Window</i></li> <li>• <i>Quarterly</i></li> <li>• <i>Quarterly</i></li> <li>• <i>Quarterly</i></li> </ul>
<p><b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b></p> <ul style="list-style-type: none"> <li>• <i>Parent Coffee Hour will review expectations of redesignation as well as aspects of the CELDT test</i></li> <li>• <i>HSL to translate and facilitate 4 ELAC meetings with GLA</i></li> <li>• <i>District guest from English Learner Services will be invited to speak with parents</i></li> </ul>		
<p><b>Describe related professional learning:</b></p> <ul style="list-style-type: none"> <li>• <i>Teachers will receive training on integrated and designated strategies to meet ELL student's needs.</i></li> <li>• <i>Teachers will receive training from the PLUS team on the EL frameworks/standards and how they can plan/incorporate these standards across the curriculum in listening, speaking, reading, and writing.</i></li> <li>• <i>PLUS will go to CELDT assessment training.</i></li> </ul>		

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

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

Specify additional targeted actions 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.**

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	EL	Instruction	Teacher-Supplemental Salaries				Teacher supplemental salaries	6,393
6	3	Title 1 Basic	Parent Participation	Other Classified-Supplemental				parent meetings: Babysitting	587
6	3	EL	Instruction	Direct-Graphics (Dr)				Graphics	2,267
6	3	EL	Instruction	Direct-Other (Dr)				Student Testing Services	1,500
6	3	Sup & Conc	Instruction	Materials & Supplies				materials and supplies	8,000
6	3	EL	Parent Participation	Materials & Supplies				parent meetings, coffee hour	1,500
Total									\$20,247

Domain <input type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates <input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates <input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates <input checked="" type="checkbox"/>
<b>Action # 7</b>	<b>Detail the action:</b> Scandinavian Middle School will continue to implement new clubs and club sponsorships to promote student engagement and belonging as part of the school. Tier 1: School wide campus culture will be implemented and reinforces through Warrior connect and PLUS College teams. Tier 2: Students will be given the opportunity to engage in sports athletics, clubs and goal 2 activities throughout the school year. Tier 3: student not engaged in goal 2 activities will be identified, counseled and encouraged to participate in activities of their interest.		
<b>SQII Element: 5948</b> Student engagement	<b>SQII Sub-element(s):</b> Overall student participation, Long term engagement ( <b>SQII 5948</b> ) 10.71% of students engaged in any ongoing goal 2 activities for 2 or more consecutive years.	<b>Site Growth Target:</b> 25% of students engaged in any ongoing goal 2 activities for 2 or more consecutive years.	<b>Vendor</b> (contracted services)
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Action On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<b>Write a SMART Goal to address each data point</b> Increase the percentage of student engaged in goal 2 activities by 15% from 10.71% to 25.71% by May 2017 by strategic monitoring, targeting and counseling students not engaged in goal 2 activities.			
<b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b> (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> <li>Campus Culture Director will document engagements and participation on ATLAS weekly</li> <li>Club Sponsors and advisors will document attendance in engagements</li> <li>VP/Culture Climate will review Goal 2 data quarterly</li> <li>Survey data will be reviewed by GLA and presented at PL</li> <li>Students not engaged in a goal 2 activity will be identified and counseled.</li> </ul>		<b>Owner(s)</b> <ul style="list-style-type: none"> <li>Campus Culture Director/VP</li> <li>Club Sponsors/Advisors</li> <li>Campus Culture Director/VP</li> <li>GLA</li> <li>GLA/GLC/VP</li> </ul>	<b>Timeline</b> <ul style="list-style-type: none"> <li>Monthly</li> <li>Weekly</li> <li>Quarterly</li> <li>Buyback/Fall 2016</li> <li>Beginning of the year 2016/Semester</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Athletic Director will review and input sports rosters</i></li> <li>• <i>Student involved in clubs with ASP will be monitored</i></li> <li>• <i>VAPA club roster will be updated and monitored</i></li> <li>• <i>Survey Data “ I feel like I am part of this school”</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Athletic Director</i></li> <li>• <i>Club Advisors</i></li> <li>• <i>VP/Campus Culture Director</i></li> <li>• <i>GLA</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Monthly</i></li> <li>• <i>Weekly</i></li> <li>• <i>Quarterly</i></li> <li>• <i>Buyback/Fall 2016</i></li> </ul>
<p><b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b></p> <ul style="list-style-type: none"> <li>• <i>Principals newsletter, Website, School messenger, communications about club options</i></li> <li>• <i>Parent club night , college night</i></li> <li>• <i>Coffee hour</i></li> <li>• <i>Back to school nights</i></li> <li>• <i>Student celebrations</i></li> <li>• <i>Sports awards</i></li> <li>• <i>HSL to support parents and outreach</i></li> </ul>		
<p><b>Describe related professional learning:</b></p> <ul style="list-style-type: none"> <li>• <i>Teachers will receive lessons for Warrior Connect class meetings, coaching, and circle process.</i></li> <li>• <i>List student interest and offer teachers opportunities to be advisors of clubs.</i></li> <li>• <i>Teachers will receive training on restorative approaches to resolve conflict, managing student behavior, building healthy adult relationships.</i></li> <li>• <i>Student Survey data will be reviewed as well as Goal 2 data.</i></li> <li>• <i>Teachers will have an opportunity to attend workshops/trainings when available based on allocated funds.</i></li> <li>• <i>Office staff will receive ongoing professional learning on providing customer service and making every effort to make parents/family and students comfortable and invited.</i></li> </ul>		
<p><b>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</b></p> <ul style="list-style-type: none"> <li>• <i>Students will attend assemblies to promote connections with PLUS teams</i></li> <li>• <i>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.</i></li> <li>• <i>Athletic programs/Extracurricular activities/school wide clubs will be supported for both boys and girls through academic assistance and performance incentives.</i></li> </ul>		

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

*Specify additional targeted actions for EL students:*

- *EL Club for newcomers*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	Sup & Conc	Instruction	Teacher-Substitute Salaries				teacher substitute salaries	1,371
7	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher supplemental salaries	2,905
7	3	EL	Instruction	Teacher-Supplemental Salaries				Teacher supplemental Salaries	5,813
7	3	EL	Instruction	Other Classified-Extra Time				classified extra support	1,045
7	3	Sup & Conc	Parent Participation	Materials & Supplies				Outreach to parents for goal 2 activities	2,500



7	3	Sup & Conc	Instruction	Travel				Professional Travel/conference/workshops	800
7	3	Sup & Conc	Instruction	Direct Transportation (Dr)				Buses and transportation	1,800
7	3	EL	Instruction	Direct Transportation (Dr)				transportation/buses	1,500
7	3	EL	Instruction	Materials & Supplies				Materials and supplies	3,000
								<b>Total</b>	<b>\$20,734</b>

<b>Domain</b>	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 8</b>	<i><b>Detail the action:</b> Scandinavian Middle School will implement a comprehensive mathematics program, with an emphasis on students scoring significantly below grade level as measured by the SBAC, and FUSD interim assessments.</i>					
	<i>Tier 1: Admin and PLUS team will continue to provide professional learning/feedback on implementation of the eight mathematical practices, state standards, and the level of challenging content calibrated by the instructional practice guide for mathematics. Tier 2: Core and PLUS teachers will target intervention for students scoring below grade level based on SBAC. Students that continue to perform below grade level based on grade data, interim and common formative assessments will continue to be strategically targeted for intervention based on specific grade level clusters/standards. Tier 3: Students will be pulled for small group intervention based common formative assessments monthly to ensure progress and demonstration of knowledge in grade level content.</i>					
<b>SQII Element: 6169</b> Math SBAC	<b>SQII Sub-element(s): (SQII 6169)</b> 2-Standard met/exceeded: 8.32% of students scored standard met or standard exceeded on Math SBAC 2015.		<b>Site Growth Target:</b> 13.32%		<b>Vendor</b> (contracted services)	
<input checked="" type="checkbox"/> New	<input type="checkbox"/> Action On-going	Reasoning: <input checked="" type="checkbox"/>	Data <input checked="" type="checkbox"/>	Research-based <input type="checkbox"/>	Local Knowledge/Context <input type="checkbox"/>	

<p><b>Write a SMART Goal to address each data point:</b> <i>By the fall of 2017 will increase its students standards met/standards exceeded by 5% as measured by Math SBAC (SQII 5926). Scandinavian Middle School will monitor students' progress through grade level data, common formative assessments based on grade level tasks, and interim assessments.</i></p>		
<p><b>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</b></p> <ul style="list-style-type: none"> <li>• <i>Comprehensive progress monitoring of Math grades. Teacher will run pre-progress reports Every 2 weeks. Any student receiving a "D or F" will receive a referral for tutoring and a phone call home.</i></li> <li>• <i>Monthly common formative assessments will be monitored. Students receiving a failing grade on this assessment will receive intervention with their core teacher based on the grade level clusters/standards tested. Students who pass this assessment will go to enrichment with their PLUS teacher.</i></li> <li>• <i>Interim assessments will be monitored and interventions put in place. Students receiving a failing score on this assessment will receive intervention /enrichment with their core/PLUS teacher based on the grade level clusters/standards tested.</i></li> <li>• <i>Weekly walkthrough data will chart implementation of challenging content based on the Instructional Practice Guide tenant 2(Focus, Coherence, Rigor) as well as the Eight Mathematical Practices and the implementation/use of technology resources.</i></li> </ul>	<p><b>Owner(s)</b></p> <ul style="list-style-type: none"> <li>• <i>Teacher</i></li> <li>• <i>Teacher/PLUS Teacher</i></li> <li>• <i>Teacher/PLUS teacher</i></li> <li>• <i>Administration/Peers</i></li> </ul>	<p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>• <i>Every 2 weeks</i></li> <li>• <i>Monthly/ 2 times a quarter</i></li> <li>• <i>After interim assessments</i></li> <li>• <i>Weekly-Admin &amp; quarterly peer observations</i></li> </ul>
<p><b>Explain the Targeted Actions for Parent Involvement (required by Title I):</b></p> <ul style="list-style-type: none"> <li>• <i>Every 2 weeks for D &amp; F grades will be reported and will be sent home</i></li> <li>• <i>ATLAS training for parents will be provided</i></li> <li>• <i>Parent coffee hours will include an overview of grade level expectations in math.</i></li> <li>• <i>Parent workshop on how to use the technology components of the new math adoption for families at home.</i></li> </ul>		
<p><b>Describe related professional learning:</b></p> <ul style="list-style-type: none"> <li>• <i>Training on Teleparent</i></li> </ul>		

- District buyback will include a review of the State Standards in Mathematics and the eight mathematical practices
- iPL math trainings
- On-Site staff collaboration during accountable communities trainings after looking at data and determining additional methods needed for re-teaching
- Mathematics as an academic literacy which includes reading and writing in mathematics
- Additional AC time for teachers to utilize the CCI over winter, spring and summer breaks.
- PL to integrate all digital components of Go Math, Math personal Trainer to support the needs of students.

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

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

Specify additional targeted actions 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.**

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	1	EL	Instruction	Materials & Supplies				Materials and Supplies	3,000
8	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	842
8	1	EL	Instruction	Non Capitalized Equipment				Technology for math digital components	7,080
8	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology: digital math components	7,000
								<b>Total</b>	<b>\$17,922</b>

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2016/17

Scandinavian - 0415

**ON-SITE ALLOCATION**

3010	Title I	\$48,713 *
7090	LCFF Supplemental & Concentration	\$133,128
7091	LCFF for English Learners	\$61,722
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$243,563</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,317
Remaining Title I funds are at the discretion of the School Site Council	\$47,396
Total Title I Allocation	\$48,713

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

## 2016-2017 Budget for SPSA/School Site Council

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

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			teacher supplemental contracts	13,948.00
1	1	Title 1 Basic	Instruction	Mat & Supp			professional materials & supplies	3,500.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation, Coffee hours, celebrations, communication	2,913.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental salaries	8,137.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental salaries	18,598.00
1	1	Sup & Conc	Instruction	Mat & Supp			Supplemental Materials and supplies	8,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	10,000.00
1	1	Sup & Conc	Instruction	Direct-Graph			: graphics	2,000.00
1	1	Sup & Conc	Instructional Supervision & Admir	Mat & Supp			: Materials & Supplies : Instructional supervision and administration	800.00
1	1	EL	Instruction	Mat & Supp			: materials and supplies	2,500.00
1	1	EL	Instruction	Direct-Other			Testing	1,000.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: materials & Supplies	5,500.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Tablets & technology access to digital resources/digital literacy	6,714.00
2	1	Sup & Conc	Instruction	Nc-Equipment			Tablets and technology access to digital literacy	7,000.00
2	1	Sup & Conc	Instruction	Direct-Maint			direct maintenance	1,000.00
2	1	EL	Instruction	Nc-Equipment			tablets/technology digital literacy	7,000.00
3	1	Title 1 Basic	Instruction	Teacher-Subs			subs for teachers	2,856.00
3	1	Title 1 Basic	Instruction	Oth Cls-Supp			Classified supplemental	1,176.00
3	1	Title 1 Basic	Instruction	Direct-Graph			Graphics	1,584.00
3	1	Title 1 Basic	Parent Participation	Cls Sup-Sup			parent meetings/school events/translators/babysitters	2,935.00
3	1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitute salaries	2,034.00
3	1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitute salaries	1,371.00
3	1	Sup & Conc	Instruction	Direct Trans			: Buses and transportation	1,800.00
3	1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,500.00
3	1	Sup & Conc	Parent Participation	Cls Sup-Sup			classified support supplemental	939.00
3	1	Sup & Conc	Parent Participation	Mat & Supp			: outreach to parents on student achievement	2,050.00
3	1	EL	Instruction	Teacher-Subs			teacher substitute salaries	1,714.00
3	1	EL	Instruction	Oth Cls-Supp			classified supplemental	2,349.00
3	1	EL	Parent Participation	Direct-Graph			communication with parents	1,000.00
4	2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.200	1065839: Foster, Breanna N [Sen 8/13/2014] - PE (0.8 FTE) +0.2 Site funds	16,280.00
4	2	Sup & Conc	Instruction	Teacher-Subs			Teacher substitute salaries	1,371.00
4	2	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental for YMA/YWA	6,393.00
4	2	Sup & Conc	Instruction	Mat & Supp			: materials and supplies	8,500.00

5	2	Sup & Conc	Instruction	Mat & Supp		: materials and supplies	8,562.00
5	2	Sup & Conc	Instruction	Direct Trans		Buses and transportation	1,500.00
5	2	Sup & Conc	Parent Participation	Mat & Supp		: Outreach to parents to increase attendance	2,050.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.018	516.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.107	3,509.00
5	2	EL	Instruction	Mat & Supp		: materials and supplies	3,000.00
5	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.045	1,285.00
5	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.268	8,776.00
6	3	Title 1 Basic	Parent Participation	Oth Cls-Supp		parent meetings: Babysitting	587.00
6	3	Sup & Conc	Instruction	Mat & Supp		: materials and supplies	8,000.00
6	3	EL	Instruction	Teacher-Supp		Teacher supplemental salaries	6,393.00
6	3	EL	Instruction	Direct-Graph		Graphics	2,267.00
6	3	EL	Instruction	Direct-Other		: Student Testing Services	1,500.00
6	3	EL	Parent Participation	Mat & Supp		parent meetings, coffee hour	1,500.00
7	3	Sup & Conc	Instruction	Teacher-Subs		teacher substitute salaries	1,371.00
7	3	Sup & Conc	Instruction	Teacher-Supp		Teacher supplemental salaries	2,905.00
7	3	Sup & Conc	Instruction	Travel		: Professional Travel/conference/workshops	800.00
7	3	Sup & Conc	Instruction	Direct Trans		: Buses and transportation	1,800.00
7	3	Sup & Conc	Parent Participation	Mat & Supp		Outreach to parents for goal 2 activities	2,500.00
7	3	EL	Instruction	Teacher-Supp		Teacher supplemental Salaries	5,813.00
7	3	EL	Instruction	Oth Cls-Extr		classified extra support	1,045.00
7	3	EL	Instruction	Mat & Supp		: Materials and supplies	3,000.00
7	3	EL	Instruction	Direct Trans		transportation/buses	1,500.00
8	1	Title 1 Basic	Instruction	Nc-Equipment		: Technology: digital math components	7,000.00
8	1	Sup & Conc	Instruction	Mat & Supp		: Materials and Supplies	842.00
8	1	EL	Instruction	Mat & Supp		: Materials and Supplies	3,000.00
8	1	EL	Instruction	Nc-Equipment		: Technology for math digital components	7,080.00

\$243,563.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$48,713.00
Sup & Conc	7090	\$133,128.00
EL	7091	\$61,722.00
<b>Grand Total</b>		<b>\$243,563.00</b>

Domain Totals	Budget Totals
Academic	\$140,840.00
Culture & Climate	\$40,981.00
Social/Emotional	\$61,742.00
<b>Grand Total</b>	<b>\$243,563.00</b>

E.1. Assurances

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



E.2. School Site Council

<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. <b>Principal - Julie Goorabian-Ellis</b>	X				
2. <b>Chairperson - Donna Cardona</b>		X			
3. <b>Sarah D'Morias</b>		X			
4. <b>Marilyn Hernandez</b>		X			
5. <b>Vanessa Colon</b>		X			
6. <b>Summer Gaston-Gehris</b>			X		
7. <b>Wendy Mejia</b>				X	
8. <b>Jose Mejia</b>				X	
9. <b>Open Position</b>				X	
10. <b>Sarah Warnaca</b>					X
11. <b>Sheldon King</b>					X
12. <b>Open Position</b>					X
13.					
14.					
15.					
<input type="checkbox"/> <b>ELAC operated as a school advisory committee.</b>		<input type="checkbox"/> <b>ELAC voted to fold into the SSC - Date _____.</b>			

<b>Title I School Site:</b>
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
<b>Principal</b>	<b>Julie Goorabian-Ellis</b>	<i>Julie Ellis</i>	<i>3/31/16</i>
<b>SSC Chairperson</b>	<b>Donna Cardona</b>	<i>Donna Cardona</i>	<i>3/31/16</i>

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