Tehipite Middle

106216660885381

Principal's Name: David Peters

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I S WP

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

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

Consolidated Program 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 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.
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 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.
The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

Tehipite Middle

Title I SWP

School Site Council

School Site Council List Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – David Peters	X				
2. Chairperson – Kris Reyes		X			
3. Secretary – Maria Heberling		X			
4. Kelly Gonzales		X			
5. Harinder Sidhu		X			
6. Lupe Martinez			X		
7. Beatriz Gonzaga				X	
8. Maria Vargas				X	
9. Esther Armas				X	
10. Lluvia Escheverria					X
11. Alexis Lopez					X
12. Wendy Lucero					X
13. DLAC Rep – Karina Cardenas				X	
14.					
15.					

Check the appropriate box below:
■ ELAC reviewed the SPSA as a school advisory committee.
■ ELAC voted to consolidate with the SSC. Date 3.08.2018 .

Tehipite Middle

Title I SWP

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	David Peters	*(signature)*	3.23.2018
SSC Chairperson	KRISHNA REYES	*(signature)*	3/23/2018

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Tehipite - 0440

ON-SITE ALLOCATION

3010	Title I	$31,740 *
7090	LCFF Supplemental & Concentration	$121,329
7091	LCFF for English Learners	$37,719

TOTAL 2018/19 ON-SITE ALLOCATION   **$190,788**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$920
Remaining Title I funds are at the discretion of the School Site Council	$30,820
Total Title I Allocation	$31,740

Tehipite Middle 2018-2019 - Single Plan for Student Achievement (SPSA)

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	26.269	33.269
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	7.143	14.143

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

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1 What were the key factors that contributed to these performance outcomes for each metric.

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

What were the key factors that contributed to these performance outcomes for each metric?

Start of 2017 28% in Seats   25%- 2016:2017 +10.5%   26.3% Current   33.3% Goal

- The site's African American Population has decreased by 1/3 in the past two years. White Students are not a significant subgroup, but have grown to 50% proficient Hispanic Students are the highest subgroup and grew 14% in the last two years. No groups showing statistical significance in their scores.
- Identification of essential standards from SBAC by the site's ELA PLC
- Teacher commitment to equity and access to high-quality curriculum with SpringBoard as the foundation
- Tools and technology offered through SpringBoard and the site's participation in PLi
- Adherence to the Formative Assessment Cycle and tights in the site's data protocol
- The After School Program will provide a homework club and individual, small group, and content specific tutoring support for students
- ELA Tutorial will be provided once a week to provide students with intervention and enrichment outside of the school day
- All students will be instructed in specific reading strategies to increase reading across their science, history, and ELA classes. Reading of complex text in these courses will occur on a daily basis through Spring Board (GVC). Tasks will be calibrated through ILT and through sharing of student work at PLC and iPL meetings. Administration worked alongside teachers in the process of calibrating tasks and student work.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

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

What were the key factors that contributed to the disproportionality of any significant subgroups?

Start of 2017 28% in Seats   25%- 2016:2017 +10.5%   26.3% Current   33.3% Goal

- The site's African American Population has decreased by 1/3 in the past two years. White Students are not a significant subgroup, but have grown to 50% proficient Hispanic Students are the highest subgroup and grew 14% in the last two years. No groups showing statistical significance in their scores.
- Lack of PLC deftness in identification of Essential Standards and CFA Development around those standards in all content areas.
- Lack of rigor and a focus on Procedural versus Conceptual understanding of content in first instruction
- Insufficient tracking of student performance on PLC developed CFU's and lesson adjustments based on this data
- Insufficient RTI Structures that support all students in attainment of the essential standards

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

What were the key factors that contributed to the disproportionality of any significant subgroups?

- Overall, math scores have only grown 1.8% in the past two years. Hispanic students have grown by nearly 3%
- One significant reason for poor performance has been the implementation of new GO math, lack of cohesive PLC work and identifying key standards as well as teacher transiency.

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

Start of 2017 18% in Seats   6.5% - 2016:2017   7.1% Current   14.1% Goal

- Overall, math scores have only grown 1.8% in the past two years. Hispanic students have grown by nearly 3%
- One significant reason for poor performance has been the implementation of new GO math, lack of cohesive PLC work and identifying key standards as well as teacher transiency.
- Identification of essential standards from SBAC by the site's Math PLC
- Teacher commitment to equity and access to high-quality curriculum with GoMath as the foundation
- Tools and technology offered through GoMath and the site's participation in PLi
- Adherence to the Formative Assessment Cycle and tights in the site's data protocol
- The After School Program will provide a homework club and individual, small group, and content specific tutoring support for students
- Math Tutorial will be provided three (3) times weekly to provide students with intervention and enrichment outside of the school day
- "Bubble" Students will be identified and targeted for supplemental math instruction

- Lack of PLC deftness in identification of Essential Standards and CFA Development around those standards in all content areas.
- Lack of rigor and a focus on Procedural versus Conceptual understanding of content in first instruction
- Insufficient tracking of student performance on PLC developed CFU's and lesson adjustments based on this data
- Insufficient RTI Structures that support all students in attainment of the essential standards

Step 2: 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:	**2** ELAC:	**3** Staff:
SSC Consensus that we are on the right track and continue the move from spending money on programs and people to student engagement and facilities… - Continue to develop PLi pathways in 7th and 8th grade - Allocate funds to strengthen key areas in Goal #2 Activities that support RSA and athletics - Allocate some site funds to maintain and athletic facilities and grounds - Maintenance of PE programs and facilities	**ELAC** Concern about ELPAC difficulty and support of EL students in ELA and Math. - Continue to develop PLi pathways in 7th and 8th grade - Allocate funds to strengthen key areas in Goal #2 Activities that support RSA (Folklorico) and athletics - Allocate some site funds to maintain and athletic facilities and grounds - Maintenance of PE programs and facilities - PLUS support of EL Students through materials provided digitally in SpringBoard and GoMath • Requested funds from site budget ($5,500.00) allocated to Library be moved to tutorial support for EL Students	**Staff – SBC and Dept. Chairs** Consensus that we are on the right track and continue the move from spending money on programs and people to student engagement and facilities. This group supports recommendations by the other two. - Continue to develop PLi pathways in 7th and 8th grade - Allocate funds to strengthen key areas in Goal #2 Activities that support RSA and athletics - Allocate some site funds to maintain and athletic facilities and grounds • Maintenance of PE programs and facilities

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Review actions funded by Title 1 last year and explain their effectiveness and any changes planned.

There were no major changes in the actions funded by Title I. The push into PLi during the current year at the time it was made was a three to four-year financial commitment to the 20-21 school year. This was seen as a move to the future in the way of technology and as addressing the inequity in devices between Tehipite and higher performing middle schools within the district. The overall effectiveness of this program has yet to be determined, and although complete attribution to PLi is not implied, Tehipite lead all secondary schools in FUSD in academic growth in the last academic year.

- Tehipite has seen growth in ELA and Math proficiency levels over the last two years
- The funding percentage was able to be decreased due to other district support I the form of technology
- Offset Title I Funds have been allocated to Goal 2 Programs as recommended by stakeholder groups
- HSL for translation
- PLi Professional Learning to support EL strategies and Software use

Action 1

Title: Goal #1 – Action #1 – SBAC Math

Action Details:

Action Detail:

Based on subgroup data, the site has illustrated growth with the exception of 8th grade math.

Identified students in math 8 will be targeted to receive best first instruction in a small group of 8-12 students through the support of an additional teacher. Lessons will be designed by the core teachers and will be identical to all other student curricula. This teacher will plan and meet with the math department PLC.

Students will be targeted by proficiency level, by standard through Atlas Explorer based on SBAC and District Interim Assessments. Students will be targeted by proficiency level, by standard through Atlas Explorer based on SBAC and District Interim Assessments. Students will be disaggregated by proficiency not significant subgroups for tiered levels of support as all subgroups are statistically proximal.

Tier 1: Best first instruction through continual AC work and common formative assessment.

Tier 2: Best first instructional small group as mentioned in mathematics

Tier 3: Best first instruction in addition to pullout through PE and/or RTI tutorial through the library grant

School will implement mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the

lens of focus, coherence and rigor. Particular attention will be placed on Math Practice 1, "Make sense of problems and persevere in solving them". Supports will center on professional learning, with PLCs as the drivers, the use of common formative assessments, performance tasks, and RTI.

SQII Element: 6169 Math SBAC/Standard Met/Exceeded

SQII Sub-element(s): 3166 Performance on SBAC Math

Site Growth Target: 7% growth on Math SBAC

Vendor: None

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

Write a SMART Goal to address each data point:

By the end of the 2018-2019 school year, the administration of the Math SBAC will show a minimum of a 7% increase in the percentage of students scoring Standards Met/Exceeded.

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

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

(Include all interim monitoring evidence points showing impact)

- District Illuminate/Benchmark Results - Twice annually
- Essential Standards Identified and monitored, identifying student progress to meeting standards
- Common Formative Assessments-weekly snapshots reviewed at weekly AC's; quarterly culminating task reviewed quarterly; AC agenda's will reflect the CCI process and serve as a monitoring tool
- Classroom observations/feedback, both individual and by math content area, by grade level; use Instructional Practice Guide for progress monitoring
- Accountable Community feedback, reflective conversations
- Daily progress monitoring via walkthroughs, feedback, reflective conversations

Owner(s):

Owner(s):

Principal, VP and Math teachers

Timeline:

Timeline:

Staff professional learning and review of data will begin in August 2018 and continue through the end of the academic year.

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

Describe direct instructional services to students, including materials and supplies required:

(curriculum and instruction)

- Direct Maintenance for laptop computers and other technology used in PLi
- Materials and supplies and other associated items to support mathematics instruction and math intervention program needs
- Intervention materials and resources, books and reference supplies to support students in the goal of Standard Met or Standard Exceeded
- Student software to support the individualized needs of students to improve math skills
- Technology/Tablets/hardware to support student math progress
- Math Tutorial will be provided to identified students by a certificated employee outside of the school day

Specify enhanced services for EL students:

Specify additional targeted actions for EL students:

- Home School Liaison will support EL students via communication regarding math progress
- BIA will support EL students in math based on current ELPAC levels

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

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

Parents will be provided with information, resources, and strategies to support improved student success in mathematics.

Go-Math Home-School Connection, Edu-Text and the ATLAS Parent Portal. This will be ongoing and facilitated by the creation of a parent computer center that will be housed adjacent to H-1. Training will be provided after Parent Coffee Hour.

Describe Professional Learning related to this action:

Describe related professional learning:

- Implementation of professional learning will be guaranteed through application of new learning within the context of classroom and PLC structures
- Accountable Communities will regularly analyze results from common formative assessments
- iPL time will allow the AC to go deeper into analyzing student results and planning next steps
- Leverage iPL time for site-based math professional learning
- Supplemental contracts for certificated staff will be available to allow for training beyond the regular school day
- Substitutes will be provided for certificated staff to receive additional professional development in math

Action 2

Title: Goal #1 – Action #2 - SBAC ELA

Action Details:

Action Detail:

All subgroups except African Americans are statistically similar in growth over the past two years. AA students will be monitored and receive similar supports used with our EL population that has shown improvement. Springboard materials will be used through the PLI platform to ensure the greatest amount of engagement for students.

Students will be targeted by proficiency level, by standard through Atlas Explorer based on SBAC and District Interim Assessments. Students will be disaggregated by proficiency not significant subgroups for tiered levels of support as all subgroups are statistically proximal.

Tier 1: Best first instruction through continual AC work and common formative assessment.

Tier 2: Best first instructional small group as mentioned in mathematics

Tier 3: Best first instruction in addition to pullout through PE and/or RTI tutorial through the library grant

The school will implement a comprehensive reading support and intervention program with an emphasis on students showing growth on the ELA SBAC, as well as decreasing the number of students scoring significantly below grade level on the Interim Assessments and decreasing the achievement gap. Through the PLC /AC model as outlined by DuFour, ACs will create lessons aligned with ELD, Literacy and state standards that include all aspects of classroom foundations as well as integrating maximum opportunities for students to participate in complex text, talk and tasks. Each quarter ACs will analyze student data around the anchor and recursive standards for the quarter and plan for future lessons to address learning gaps. Teachers will also deconstruct subsequent quarterly standards and plan for lessons that support the literacy standards through content in ELA, history, and science. Supports will also be implemented to intervene with struggling readers through literacy lessons utilizing the cloze method, annotating, productive talk, Text Dependent Questioning, SIOP lessons, ERWC components.

SQII Element: 3165 Performance on SBAC ELA

SQII Sub-element(s):

Site Growth Target: 5% growth on ELA SBAC

Vendor: None

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

Write a SMART Goal to address each data point:

By the end of the 2018-2019 school year, the administration of the ELA SBAC will show a minimum of a 5% increase in the percentage of students scoring Standard Met/Exceeded.

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

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

(Include all interim monitoring evidence points showing impact)

- District Illuminate/Benchmark Results-Quarterly
- Essential Standards Identified and monitored, identifying student progress to meeting standards
- Common Formative Assessments-weekly snapshots reviewed at weekly AC's; AC protocol's will reflect the CCI process and serve as a monitoring tool
- Classroom observations/feedback, both individual and by content area, by grade level; use Instructional Practice Guide for progress monitoring
- Accountable Community feedback, reflective conversations through ILT

Owner(s):

Owner(s):

Principal, VP, ELA and PLUS teachers

Timeline:

Timeline:

Staff professional learning and review of data will begin in August 2018 and continue through the end of the academic year

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

Describe direct instructional services to students, including materials and supplies required:

(curriculum and instruction)

- Materials and supplies and other associated items to support literacy intervention program needs
- Student software to support the individualized needs of students to improve literacy skills
- Technology/Tablets/hardware to support student literacy development
- The After School Program will provide a homework club and individual, small group, and content specific tutoring support for students
- ELA Tutorial will be provided once a week to provide students with intervention and enrichment outside of the school day
- All students will be instructed in specific reading strategies to increase reading across their science, history, and ELA classes. Reading of complex text in these courses will occur on a daily basis through Spring Board (GVC). Tasks will be calibrated through ILT and through sharing of student work at AC and iPL meetings. Administration will work alongside teachers in the process of calibrating tasks and student work.
- Expansion of PLI to include one section in each core for the 8th grade
- All students will have access to a PLUS Teacher to receive differentiated instruction based on identified needs as well as to increase students' computer proficiency, using the computer as a tool of learning, and they will demonstrate responsible computer usage.
- Significant subgroups of EL's, African American, and SPED with be further targeted and monitored
- Intervention materials and resources, books and reference supplies to support students who are scoring significantly below grade level
- The After School Program will provide a homework club and individual, small group, and content specific tutoring support for students

Specify enhanced services for EL students:

Specify additional targeted actions for EL students:

- Home School Liaison will support EL students via communication regarding ELA progress
- BIA will support EL students in ELA, based on current ELPAC levels

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

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

Parents will be provided with information, resources, and strategies to support improved student success in mathematics.

Go-Math Home-School Connection, Edu-Text and the ATLAS Parent Portal. This will be ongoing and facilitated by the creation of a parent computer center that will be housed adjacent to H-1. Training will be provided after Parent Coffee Hour.

Describe Professional Learning related to this action:

Describe related professional learning:

- Implementation of professional learning will be guaranteed through application of new learning within the context of classroom and PLC structures
- Expansion of PLI to include one section in each core for the 8th grade and continued PD for all PLi teachers predominantly, but exclusively through Ed. Elements
- Reading Comprehension and Use of Strategies training will be planned and monitored throughout the

school year
- Accountable Communities will regularly analyze results from common formative assessments with a focus on literacy
- Professional Learning around AC Development, CFA's, S&CS, Spring Board and Go Math
- Professional Development to aid in assessing student reading levels and providing students with ongoing technology assisted learning and literacy development
- Deconstructing and annotating texts to increase comprehension of complex fiction and nonfiction texts
- Supplemental contracts for teachers will be available to provide intervention and enrichment beyond the regular school day
- Substitutes will be provided for certificated staff to receive additional professional development

Action 3

Title: Goal #1 - Action #3 – EL Re-designation

Action Details:

Action Detail:

The School will provide a comprehensive program to serve English Learners in all stages of language acquisition and academic development utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing re-designation and proficiency levels on ELPAC and regular common formative assessments. School will implement school-wide literacy strategies across all classes with a focus on ELA, history and science. Supports will also be implemented to intervene when students struggle as well as to deepen and extend learning. Tehipite will partner with Sequoia and English Learner Services as well as West Educational Systems to implement LWL and keystone pedagogies which are closely aligned to FUSD's EL master plan along with the state's ELD standards.

All core content areas will participate in LWL training to create positive and culturally responsive learning environments, observe students closely to provide planned and just-in-time scaffolding in a Multi-Tiered System of Support (MTSS), and to foster collaborative academic conversations, abundant writing and interactive reading around complex texts and content through the use of the appropriate leveled reading materials accessed through Spring-Board.

SQII Element: 917 – EL's re-designated

SQII Sub-element(s): 863 – EL's attaining proficiency in less than 5 years

               2358 – EL's not advancing at least one proficiency level in re-designation

Site Growth Target: The percentage of English Learner students re-designated will increase by 7% from 14.8% to 21.8%.

Vendor: None

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

Write a SMART Goal to address each data point:

By the end of the 2018-2019 school year, the administration of Interim Assessments will show a 7% increase in the percentage of EL/LTEL students re-designated.

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

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

(Include all interim monitoring evidence points showing impact)

- District Illuminate/Benchmark Results – Bi-annually
- Essential Standards Identified and monitored, identifying student progress to meeting standards
- Common Formative Assessments-weekly snapshots reviewed at weekly PLC's; quarterly culminating task reviewed quarterly; AC agenda's will reflect the CCI process and serve as a monitoring tool
- Classroom observations/feedback, both individual and by ELA content area, by grade level; use Instructional Practice Guide for progress monitoring
- Accountable Community feedback, reflective conversations
- Daily progress monitoring via walkthroughs, feedback, reflective conversations
- PLUS Teachers will create and administer lessons which address enduring literacy skills across all content areas. Students will be placed homogeneously to allow for appropriate interventions including EL strategies, and accelerations of groups of students
- PLUS teachers will address our Problem of Practice by collaborating with other focus schools to develop pre and post assessments; to analyze data to determine areas for improvement; and to design lessons to address those needs to increase academic language in our EL students
- ACs will analyze student data around ELD Focus Standards (ELD.PII.7.4 and ELD.PII.8.4)
- Teachers will observe other department members and visit off site demonstration schools to enhance and acquire best practices
- Teachers will develop and maintain tasks to develop students' knowledge of the academic, subject-related literacy in their own curricular area

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

Describe direct instructional services to students, including materials and supplies required:

(curriculum and instruction)

- Significant subgroups of SPED, EL, African American will be closely monitored
- Materials and supplies and other associated items to support mathematics instruction and math intervention program needs
- Intervention materials and resources, books and reference supplies to support students in the goal of Standard Met or Standard Exceeded
- Student software to support the individualized needs of students to improve math, ELA and literacy skills
- Technology/Tablets/hardware to support student math progress
- The After School Program will provide a homework club and individual, small group, and content specific tutoring support for students
- Math and ELA tutorial may be provided once a week to provide students with intervention and enrichment outside of the school day
- EL students will participate in ELPAC seminars in August, September and October of 2018
- EL's who are near passing the ELPAC will participate in a 7th period structured 6-week intervention with a pre/post test to determine growth
- Focus students who meet specific criteria will be assigned a PLUS teacher and participate in one on one chats as it relates to ELPAC and Grades
- Through Middle School Redesign and the use of PLUS classrooms, EL students will be grouped together and receive specific strategic lessons on literacy including reading, writing, speaking, listening and critical

Owner(s):

Owner(s):

VP, GLA, Academic Counselor, PLUS teachers and Content Area teachers

Timeline:

Timeline:

Staff professional learning and review of data will begin in August 2018 and continue through the end of the academic year

Specify enhanced services for EL students:

Specify additional targeted actions for EL students:

- Home School Liaison will support EL students via communication regarding Literacy progress
- BIA will support EL students based on current ELPAC levels

  thinking skills

- Utilize PLUS Teachers in small groups in Deployment to assist ELD students with more opportunities to master grade level standards.

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

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

Teachers will review ELPAC and Interim results with parents and students and provide guidance on how to help students reach proficiency in reading comprehension and to meet the goal of Re-designation.

Describe Professional Learning related to this action:

Describe related professional learning:

- Implementation of professional learning will be guaranteed through application of new learning within the context of classroom and PLC structures
- Accountable Communities will regularly analyze results from common assessments and common formative assessments with a focus on moving students to meeting and exceeding standards
- iPL time will allow the PLC to go deeper into analyzing student results and planning next steps
- Leverage iPL time for site-based professional learning
- Supplemental contracts for certificated staff will be available to provide intervention and enrichment beyond the regular school day
- Supplemental contracts for certificated staff will be available to allow for training beyond the regular school day
- Substitutes will be provided for certificated staff to receive additional professional development in math

Action 4

Title: Goal #1 - Action #4 – Comprehensive Academic Support

Action Details:

Action Detail:

Work with AC groups will focus specifically on grading policies at Tehipite with a shift to proficiency based grading. Additional attention will be paid to mathematics and not allowing students to opt out of completing assignments.

The school will implement an RTI model that couples PLUS with ELA and Math Teachers through the use of the site's Data Protocol in a digital learning environment.

School will further develop an academic Response to Intervention program as evidenced by on-going tutorials, learning labs, targeted interventions, classroom supports, and enrichment opportunities for students. Focus will be on decreasing the amount of Ds and Fs, increasing the number of students on track for A-G course completion, Grade Level Proficiency; thereby increasing the number of students who are college and career ready.

SQII Element: 3158 - Students with a D or F on their report card

SQII Sub-element(s):

Site Growth Target: 5% reduction in students with a D or F on their report card

Vendor: None

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

Write a SMART Goal to address each data point:

By the end of 2018-2019, the percentage of students who have a D or an F on their report card will decrease by 7%. Moving from 76% to 73%.

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

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

(Include all interim monitoring evidence points showing impact)

- Monitor green zone criteria of: - Academics: No D's or F's
- Weekly data on the D/F % rate by individual teacher, content area, school-wide
- Weekly data on the D/F % rate by sub-groups, including Goal 2 participants
- Progress Reports generated weekly for distribution to students
- Honor Roll data summarized by each quarter
- Student academic growth and improvement measured by .50 GPA growth on Progress Report and/or Report card
- Monitor gradebook entries by teacher & content area; reflective conversations with individual teachers and content areas regarding gradebook entries
- Cat Pack for those students No F's, No Suspensions, No Library Fines
- After School Program attendance monitoring

Owner(s):

Owner(s):

VP, Academic Counselor and SESS

Timeline:

Timeline:

Staff professional learning and review of data will begin in August 2018 and continue through the end of the academic year

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

Describe direct instructional services to students, including materials and supplies required:

(curriculum and instruction)

- Targeted certificated tutors will provide a homework club and individual, small group, and content specific tutoring support for students
- Significant subgroups of SPED, EL, African American will be closely monitored
- Students involved in Goal 2 activities will be referred to a tutorial or Homework Club if they are not meeting EIIS criteria
- Reading Intervention will be available for students identified as reading two or more years below grade level
- Writing Intervention will be available for students identified as needing writing support
- Materials and supplies and other associated items to support intervention programs designed to move every child one grade level or more
- Intervention materials and resources, books and reference supplies to support students who are scoring significantly below grade level
- Student software PMT and Kahn Academy to support the individualized needs of students to improve reading skills and comprehension and math skills
- Tablets/hardware to support student reading, reading comprehension, and reading assessment and mathematical concepts

Specify enhanced services for EL students:

Specify additional targeted actions for EL students:

- Tutors to support EL students in their native language
- HSL support in communicating the academic requirements and support systems in place to propel student success

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

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

Parents will be provided with information, resources, and strategies to support improved student success in core academic areas through Edu-text, the ATLAS Parent portal as well as other avenues.

Describe Professional Learning related to this action:

Describe related professional learning:

- Implementation of professional learning will be guaranteed through application of new learning within the context of classroom and PLC structures
- Book study for the purpose of professional development; read other resources to support a growth mindset
- Staff collaboration during Accountable Communities with a focus on Common Formative Assessments and reflecting student progress toward meeting standard in the gradebook; use resource of "Learning by

Doing" by DuFour
- Monthly all-school review of data during All School AC Meeting
- Professional learning for staff about the EIIS and SQII data sources and the contacts/counseling that the SESS and Academic Counselor do to support students not meeting the EIIS criteria
- Professional learning and calibration with staff about the use of ATLAS and using the ATLAS tool for the appropriate purpose
- Accountable community focus on the use of ATLAS Gradebook and using it to memorialize the standards based assignments that matter and provide feedback to students and parents
- Supplemental contracts for teachers will be available to provide intervention and enrichment beyond the regular school day
- Supplemental contracts for certificated staff will be available to allow for training beyond the regular school day
- Substitutes will be provided for classified staff to receive additional professional development

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0440 Tehipite 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	Title 1 Basic	Instruction	Teacher-Supp			1.1 and 1.2 Teacher Planning	2,834.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Goal 1& 2 Action 1Teacher Subs for Professional Development/Education Elements/PLI	2,343.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			1.1 and 1.2 Teacher Planning 7 teachers for 7 hours	2,834.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: 1.1 and 1.2 Direct Maint.	7,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements, Inc. : Action 1.1 and 1.2 Off site PL for Certificated Staff	10,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: 1.1, 1.2, and 1.3 PLI Teacher Initiative	7,198.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: 1.1 and 1.2 PLI Program/Computer Pathway Development/Technology	15,243.00
G1A3	Title 1 Basic	Instruction	Local Mileag			: HSL & SSW Local Mileage	200.00
G1A3	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			: Edgenuity Software/Rosetta Stone for EL Students	2,000.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL Personnel	13,909.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Direct Tutoring ELPAC Release, ELA and Math 114 hours	4,788.00
G1A3	Sup & Conc	Parent Participation	Oth Cls-Supp			Child Care: Events, ELAC, and Parent University	2,934.00
G1A3	Sup & Conc	Attendance & Social Work Service	Local Mileag			: Local Mileage	200.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	BIA to support Core Classes @ .438	13,918.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Parent Outreach/EL parent meetings and events	913.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Technology for EL Support	19,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			: Teacher Support to EL Students (ELPAC)	888.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			: EL Parent Meetings Food and other supplies	3,000.00
G1A4	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes for additional planning and classroom observations	271.00
G1A4	Title 1 Basic	Instruction	Teacher-Supp			74 Hours of Tutorials/Intervention-contracts	3,687.00
G1A4	Sup & Conc	Instruction	Bks & Ref			: Site License for software	1,000.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for enrichment	4,000.00

$118,160.00

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	73.377	80.377

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

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1 What were the key factors that contributed to these performance outcomes for each metric.

Goal 2 Participation Rate

What were the key factors that contributed to these performance outcomes for each metric?

All Students will engage in arts, activities and athletics

Current 2017 73.3%   Goal 80.3%

- All Subgroups have shown growth in Goal 2 and our overall growth has been 6% in two years.
- Parents/families were invited to student celebrations and programs throughout the year, including music programs, quarterly achievement awards assemblies, character awards assemblies, and other special events
- Supplemental contracts were opened for interpreters/translators to be available to translate at school events and meetings and to translate written and spoken school communication
- Supplies for parent meetings including, but not limited to food, postal stamps, paper, envelopes, and similar items for outreach and communications
- The After School Program provided a variety of clubs and activities to encourage Goal 2 participation in academics, technology, Athletics.

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2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Goal 2 Participation Rate

What were the key factors that contributed to the disproportionality of any significant subgroups?

- Lack of Academic Awards for those students that fell outside the parameters of Steve's Scholars
- Need for equipment in the way of uniforms and some safety equipment for sports
- Insufficient staff number and willingness to support clubs and athletics. They compete with one another for time and resources.
- Competition with the Boys & Girls Club next door and the amenities they offer combined with a looser attendance structure

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Step 2: 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:

SSC

Consensus that we are on the right track and continue the move from spending money on programs and people to student engagement and facilities…

- Grounds maintenance, specifically upkeep of athletic

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2 ELAC:

ELAC

Concern about equity in our goal #2 Programs as compared to other sites and programs that target EL Students

- Allocate funds to strengthen key areas in Goal #2 Activities that support RSA (Folklorico) and athletics

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3 Staff:

Staff – SBC and Dept. Chairs

Consensus that we are on the right track and continue the move from spending money on programs and people to student engagement and facilities. This group supports recommendations by the other two.

- facilities was a concern
- Allocate funds to strengthen perceived gaps in equity around athletics
- Allocate some site funds to maintain athletic facilities and grounds
- Maintenance of PE programs and facilities
- Increase Electives that support RSA

- Allocate some site funds to maintain and athletic facilities and grounds
- Maintenance of PE programs and facilities

- Allocate funds to strengthen key areas in Goal #2 Activities that support RSA and athletics
- Allocate some site funds to maintain athletic facilities and grounds
- Maintenance of PE programs and facilities
- Allocate funds for items that have broad impact on core programs and support Goal #2 i.e. new wrestling mat

Action 1

Title: Goal #2 - Action #1 – Student Engagement

Action Details:

Action Detail:

School will increase Goal 2 participation throughout the year by engaging in clubs, athletic teams, co-curricular activities and visual and performing arts activities, and class sponsored activities. School will provide an inclusive school climate, focused on building relationships. Relationship building will be supported through a program of celebration of successes, increased efforts to engage parents, and building in time and resources to enhance staff-student and student-student relationships. Strategically implemented strategies will engage all students in the full community that is School, through participation in Goal 2 activities, with attention given to reducing dis-proportionality in Goal 2 participation. School will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals

SQII Element: 2080 Student Engagement/Overall Student Participation

SQII Sub-element(s): None

Site Growth Target: 5% Increase in the percentage of unique students engaged in Goal 2 Activities

Vendor: None

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

Write a SMART Goal to address each data point:

By the end of 2018-2019, data will show that the number and percentage of unique students who are engaged in any Goal 2 Activities has increased by 7% (Activities, Arts, or Athletics). This would be a jump from 73.3% to 80.3%.

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

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

(Include all interim monitoring evidence points showing impact)

- Student attendance/participation in Goal 2 activities throughout the school year and timely entry of this data
- Significant subgroups of African American and SPED students is focus area
- Parent attendance/participation throughout the school year, as monitored with sign-in sheets
- Responses on the student survey in 2018-2019
- Responses on the parent survey on the Parent survey in 2018-2019
- Student participation at the WEB-Welcome Everyone Back and ongoing monthly WEB activities
- Data that includes parent outreach efforts, parent opportunities for participation, and calendars for parent participation will be published and shared school wide
- Teachers will receive updates about opportunities that they have to sponsor Goal 2 activities

Owner(s):

Owner(s):

Principal, Vice-Principal, AD, CCD, ASP Lead, GLA, SESS, Academic Counselor, Activities Director and HSL(s).

Timeline:

Timeline:

Staff professional learning and review of data will begin in August 2018 and continue through the end of the academic year

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

Describe direct instructional services to students, including materials and supplies required:

(curriculum and instruction)

- Awards and incentives to encourage participation, school spirit, and attendance in school activities and to foster school connections
- Assemblies and speakers to foster school participation and interest in school beyond the academic curriculum
- Clubs and activities that foster school participation and interest amongst students
- The morning bulletin will announce the opportunities for student involvement and posters on campus and in classrooms will support verbal announcements that are made
- Materials and supplies and other associated items to support student engagement in GOAL 2 activities
- Intervention materials and resources, books and reference supplies to support students during the school day or beyond the school day
- Software, hardware, technology to support GOAL 2 activities and objectives
- Assemblies and study trips to encourage school participation
- Direct Transportation related to student participation

Specify enhanced services for EL students:

Specify additional targeted actions for EL students:

- Home School Liaisons to support EL students and families through interpreting, outreach, home visits, and related services

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

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

- Weekly Parent Coffee Hour Meetings; a monthly school calendar lists all parent meetings
- A minimum of four ELAC and four SSC meetings will be scheduled throughout the year; a calendar of these meetings will be distributed to parents and posted in the office, along with meeting agendas
- A Title I meeting and Back-to-School Night will be scheduled in August with notification sent home the first day of school
- Parents/families will be invited to student celebrations and programs throughout the year, including music programs, quarterly achievement awards assemblies, character awards assemblies, and other special events
- Parent University classes and FUSD Adult School classes will be offered through on-going parent education efforts provided by FUSD

Describe Professional Learning related to this action:

Describe related professional learning:

- Implementation of professional learning will be guaranteed through application of new learning within the context of classroom and PLC structures
- Safe & Civil Team will examine the environmental and social emotional conditions necessary for students to connect to the school and to feel part of the school
- WEB Training for CCD and TCC
- Professional learning for certificated and classified staff specific to Culture and Climate
- Certificated and classified staff will receive updates and information regarding student outreach efforts, student opportunities for participation, and calendars with opportunities for student engagement
- Certificated and classified staff will receive updates about opportunities that they have to sponsor GOAL 2 opportunities for students

- Supplemental contracts will be opened to provide babysitters during school events and parent meetings
- Supplemental contracts will be opened for interpreters/translators to be available to translate at school events and meetings and to translate written and spoken school communication
- Supplies for parent meetings including, but not limited to food, postal stamps, paper, envelopes, and similar items for outreach and communications
- The After School Program will provide a variety of clubs and activities to encourage Goal 2 participation in academics, technology, Athletics.

- Supplemental contracts for teachers will be available to provide GOAL 2 experiences beyond the regular school day
- Supplemental contracts for classified and certificated staff will be available to allow for GOAL 2 training beyond the regular school day
- Substitutes will be provided for classified and certificated staff to receive additional professional development to support GOAL 2 engagement
- Travel and conference for staff to support GOAL 2 objectives, to include CADA conference Travel and Fees

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0440 Tehipite 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	Bks & Ref			: Digital Software/Music	5,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Band Uniforms	2,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Wrestling Mat, Cheer and Select PE Units	10,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Musical Instruments	10,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: C-Train Storage	3,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Golf Cart Maintenance/Grounds and Site Upkeep-Moving items	2,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Climate and Culture: CAT Pack and incentives	2,000.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			: PE: Washer and Dryer	1,500.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			: Gator by John Deer	6,000.00
G2A1	Sup & Conc	Instruction	Travel			: CADA Conference Travel	1,500.00
G2A1	Sup & Conc	Instruction	Dues And Mem			: Dues and Membership CADA/Registrations	500.00
G2A1	Sup & Conc	Instruction	Direct Trans			: Academic Competitions/Events Transportation	500.00
G2A1	Sup & Conc	Instruction	Direct Trans			: Transportation Events	582.00
G2A1	Sup & Conc	Instruction	Direct-Maint			: "J" Order Dance Mirror-PE, Folklorico and Cheer	2,000.00
G2A1	Sup & Conc	Instruction	Direct-Graph			: Certificates and Medallions SS & Principal	500.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Events/Activities Food, materials and supplies	1,500.00

$48,582.00

04/24/2018

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 8th Grade	0	7

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Exposure to Careers - 8th Grade

What were the key factors that contributed to these performance outcomes for each metric?

All Students will demonstrate the character and competencies for workplace success

Current 2017 9.7%   Goal 16.7%

- Title I investment is $8219.00 which is a partnership with Educational Elements. This company facilitates the adaptations of ELA and Math curricula to the MS team frameworks as well as the digital elements of Springboard and Go Math. In addition there is a push district-wide for students to be embedded in technology as they access both math and ELA standards with a request of 110 minutes per testing cycle. Working with Educational Elements will help bridge the gap and our expectations is a 7% growth in both ELA and Math Levels.
- The push into PLi during the current year was a three to four-year financial commitment to the 2020-2021 school year. This was seen as a move to the future in the way of technology and building competencies for workplace success
- Inequity in devices between Tehipite and higher performing middle schools within the district.
- Career cruising was done with all students by the Academic Counselor
- 25% of the site's 7th grade section in all core areas were designated as PLi with 33% being trained in the program. For the 2018-2019 academic year the site will designate 12.5% of the 8th grade sections as PLi
- Materials, supplies and other associated items to support character education and development through Advisory
- Intervention materials and resources, books and reference supplies
- Transportation for study trips
- Incentives to support student success
- Technology resources to support delivery of the character counts/advisory lessons
- Participation in academic clubs and athletics – promoting character
- Safety and procedural considerations to create a professional work environment
- Though it requires no site funding, Steve's Scholars exposes students to a variety of experiences that build goal #3

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Exposure to Careers - 8th Grade

What were the key factors that contributed to the disproportionality of any significant subgroups?

- Competition for time and resources with the other goals and actions of the site
- A lack of focus on Goal #3 at the middle school level versus academic achievement

Step 2: 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:	**2** ELAC:	**3** Staff:
SSC Consensus that we need a stronger tie to CTE programs at RHS • Increase opportunities for all students to be fully articulated with RHS	**ELAC** Concern about technology and the gaps between our students and their FUSD peers • Continue to fund PLi Initiative, but at a rate that does not exceed the ability to implement	**Staff – SBC and Dept. Chairs** Consensus that Tehipite offers ample opportunity for building of character and competencies for workplace success. • Steve's Scholars presents students with a variety of experiences that promote the necessary attributes • All students can qualify if they desire to be a Steve's Scholar

Action 1

Title: Goal #3 – Action #1 Character, Career and Technical Ed.

Action Details:

Action Detail:

Tehipite will expose students to a variety of career opportunities through field trips, career speakers, career fairs and career cruising. This will help develop students' career awareness and experiences that promote character and workplace competencies through targeted implementation of linked learning opportunities with Roosevelt High School.

Power BI Goal 3: Students Exposed to Careers

Site Growth Target: 7%

Vendor: None

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

Write a SMART Goal to address each data point:

By the end of the 2018-2019 school year, all students will be exposed to an element of career and technical education through trips and pathway presentation by RHS.

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

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

(Include all interim monitoring evidence points showing impact)

- Advisory Teacher feedback, reflective conversations
- Monthly progress monitoring via ATLAS
- Monthly Site data collection and emailed report
- Quarterly Cycle of Review on implementation
- Monthly Steve's Scholars Meetings

Owner(s):

Owner(s):

Academic Counselor and Steve's Scholars Coordinator

Timeline:

Timeline:

Staff professional learning and review of data will begin in August 2018 and continue through the end of the academic year

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

Describe direct instructional services to students, including materials and supplies required:

(curriculum and instruction)

- Significant subgroups of SPED, EL, African American will be closely monitored by the counselor
- Materials and supplies and other associated items to support CTE experiences
- CTE materials and resources, books and reference supplies to support students in the exposure to career opportunities
- Student software to support the individualized needs of students
- Technology/Tablets/Hardware to support students

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

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

Parents will be provided with information, resources, and strategies to support student involvement in CTE programs and extracurricular enrichment opportunities.

Specify enhanced services for EL students:

Specify additional targeted actions for EL students:

- Home School Liaison will support EL students via communication regarding enrichment opportunities
- BIA will support EL students in math and ELA based on current ELPAC levels

Describe Professional Learning related to this action:

Describe related professional learning:

- Implementation of professional learning will be guaranteed through application of new learning within the context of classroom and PLC structures
- Supplemental contracts for certificated staff will be available to allow for professional development
- Substitutes will be provided for classified and certificated staff to supervise student trips

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0440 Tehipite 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	Teacher-Subs			Steve's Scholar Trips/Teacher sub	879.00

$879.00

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	21.519	19.519
Suspensions Per 100	56	55

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

---

1 What were the key factors that contributed to these performance outcomes for each metric.

Chronic Absenteeism

What were the key factors that contributed to these performance outcomes for each metric?

All Students will stay in school on track to graduate

Chronic Absenteeism from 21.5% to 19.5%   Suspensions from 56% to 53%

- There are no statistically significant subgroups which deviate from the overall 93% of daily attendance.
- Parents of target students will be contacted and will attend A2A meetings; they will be provided with information, resources, and strategies to support improved student attendance.
- Students were instructed in strategies related to bullying, acclimating to middle school, transitioning to high school, peer relationships, interacting with the adults in their lives, identifying feelings, respecting differences and promoting acceptance, serving the community and reaching outward, communication, negotiation and compromise, de-escalating a tense situation, coping with stress, and identifying future goals
- Significant subgroups of African American and SPED students had an intense focus through MA and Kindness Rocks
- Materials, supplies and other associated items to support character education and development through Advisory
- Intervention materials and resources, books and reference supplies
- Transportation for study trips (MOT)
- Incentives to support student success
- Technology resources to support delivery of the character counts/advisory lessons
- Participation in academic clubs and athletics

Suspensions Per 100

What were the key factors that contributed to these performance outcomes for each metric?

All Students will stay in school on track to graduate

Chronic Absenteeism from 21.5% to 19.5%   Suspensions from 56% to 53%

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2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

What were the key factors that contributed to the disproportionality of any significant subgroups?

- Lack of role models and outreach to Tehipite's African American population
- Insufficient staff number and willingness to support clubs and athletics. They compete with one another for time and resources, and as a site could not generate a BSU
- Insufficient alternatives to suspension
- Insufficient staff support in best first instruction a large percentage of the African-American students have an F in math and that class alone, but jeopardizes their ability to graduate The grouping of our 2021-2022 students, almost in their entirety is failing Math 8 and this class alone.
- Competition with the Boys & Girls Club next door and the amenities they offer combined with a looser attendance structure

Suspensions Per 100

What were the key factors that contributed to the disproportionality of any significant subgroups?

- Lack of role models and outreach to Tehipite's African American population
- Insufficient staff number and willingness to support clubs and athletics. They compete with one another for time and resources, and as a site could not generate a BSU
- Insufficient alternatives to suspension
- Insufficient staff support in best first instruction a large percentage of the African-American students have an F in math and that class alone, but jeopardizes their ability to graduate The grouping of our 2021-2022 students, almost in their entirety is failing Math 8 and this class alone.
- Competition with the Boys & Girls Club next door and the amenities they offer combined with a looser attendance structure

- Parents of target students will be contacted and will attend A2A meetings; they will be provided with information, resources, and strategies to support improved student attendance.
- Students were instructed in strategies related to bullying, acclimating to middle school, transitioning to high school, peer relationships, interacting with the adults in their lives, identifying feelings, respecting differences and promoting acceptance, serving the community and reaching outward, communication, negotiation and compromise, de-escalating a tense situation, coping with stress, and identifying future goals
- Significant subgroups of African American and SPED students had an intense focus through MA and Kindness Rocks
- Materials, supplies and other associated items to support character education and development through Advisory
- Intervention materials and resources, books and reference supplies
- Transportation for study trips (MOT)
- Incentives to support student success
- Technology resources to support delivery of the character counts/advisory lessons
- Participation in academic clubs and athletics

Step 2: 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:	**2** ELAC:	**3** Staff:
SSC Consensus that we are on the right track and continue the move from spending money on programs and people to student engagement and facilities, but many of our target students are not involved in athletics… - Grounds maintenance and upkeep of athletic facilities was a concern - Allocate funds to strengthen perceived gaps in equity around athletics - Allocate some site funds to maintain and athletic facilities and grounds - Maintenance of PE programs and facilities - Increase Electives that will engage target populations	**ELAC** Concern about communication and lack of community involvement at the site and equity in our academic and athletic programs as compared to other sites. - Allocate funds to strengthen key areas in Goal #2 Activities that support RSA (Folklorico) and athletics - Allocate some site funds to maintain and athletic facilities and grounds - Maintenance of PE programs and facilities - Parents want the school to be the center of the community educationally and athletically – something the community takes pride in.	**Staff – SBC and Dept. Chairs** Consensus that we are on the right track and continue the move from spending money on programs and people to student engagement and facilities. This group supports recommendations by the other two. - Allocate funds to strengthen key areas in Goal #2 Activities that support RSA and athletics - Allocate some site funds to maintain and athletic facilities and grounds - Maintenance of PE programs and facilities - Allocate funds for items that have broad impact on core programs and support Goal #2 i.e. new wrestling mat

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

There were no major changes in the actions funded by Title I. The above stake-holder groups felt that significant change had occurred on the campus in the last year and expressed a desire to continue to support those actions that had been initiated in the prior year. Many of these changes were manifest in other goals and actions. Computers, Improved Campus Safety and Athletics were all perceived to have an impact on Goal #4. The sustainable effectiveness of these changes has yet to be determined.

- There is a 12% discrepancy between 6th grade feeders and entering 7th grade students
- Grant from The JJW Foundation to support athletics
- Partnership with the Fresno Street Saints and Boy's and Girl's Club
- CAT PAC and other quarterly celebrations
- Increased community involvement and inclusion in campus events

Action 1

Title: Goal #4 - Action #1 – Chronic Absenteeism

Action Details:

Action Detail:

To support students becoming career and college ready Tehipite will reduce the percentage of chronic absenteeism while increasing overall site ADA. The school will create and maintain a comprehensive support structure for attendance and academic counseling.

To increase the number of students who retain greater than 90% attendance, reduce the number of students identified as chronically absent with an attendance rate of less than 90%, and will increase the percentage of students who are no longer chronically absent.

The Social Emotional Team consisting of the SESS, school psychologist, County Mental Health provider, and administration meets twice a month and will identify students that are receiving and/or are in need of receiving additional services. A systematic, yet confidential notification of data will be provided to staff.

SQII Element: 5942 - Chronic Absenteeism

SQII Sub-element(s):

Site Growth Target: 4% reduction in chronic Absenteeism from 20.7% to 17%

Vendor: None

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

Write a SMART Goal to address each data point:

By June of 2018, the percentage of students who are chronically absent (less than 90% attendance) will decrease by 4% during the year.

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

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

(Include all interim monitoring evidence points showing impact)

- Review previous year's data to identify 'at risk' students
- Attendance clerk and admin team will review process for monitoring student attendance and communicating to SESS
- SESS will conduct attendance meetings with parents as needed along with home visits to increase attendance.
- Daily/Weekly/Monthly attendance monitoring of students
- Weekly attendance team calibration
- A2A meetings held once a month
- Student survey results will inform level of student connectedness to school

• Review Goal 2 reports to assess level of participation and increased participation in Goal 2 activities

Owner(s):

Owner(s):

VP, SESS and Social Emotional Support Team

Timeline:

Timeline:

Staff professional learning and review of data will begin in August 2018 and continue through the end of the academic year

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

Describe direct instructional services to students, including materials and supplies required:

(curriculum and instruction)

- Significant subgroups of African American & SPED students will be focused on in addition to other identified at- risk students
- SESS to meet with target students
- Academic Counselor and GLA to monitor grades and academic progress of target students
- Academic Intervention for target students
- Incentives for target students to support reducing their absenteeism and encourage ongoing progress in attendance goals
- Materials and supplies and other associated items to support student success
- Home School Liaison (1) – Spanish speaking HSL
- Supplemental contract for HSL(s)
- HSL transportation/mileage costs associated with home visits
- Supplies for parent/family face to face meetings
- Substitute Classified Employees for Translating for parents and teacher in the realm of academic support

Specify enhanced services for EL students:

Specify additional targeted actions for EL students:

- Home School Liaison to support EL students
- HSL transportation/mileage costs associated with home visits to support EL students
- The After School Program will provide a homework club and individual, small group, and content specific tutoring support for students

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

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

- Weekly Parent Coffee Hour Meetings; a monthly school calendar lists all parent meetings
- A minimum of four ELAC and four SSC meetings will be scheduled throughout the year; a calendar of these meetings will be distributed to parents and posted in the office, along with meeting agendas
- A Title I meeting and Back-to-School Night will be scheduled in August with notification sent home the first day of school
- Parents/families will be invited to student celebrations and programs throughout the year, including music programs, quarterly achievement awards assemblies, character awards assemblies, and other special events
- Parent University classes and FUSD Adult School classes will be offered through on-going parent education efforts provided by FUSD

Describe Professional Learning related to this action:

Describe related professional learning:

- Provide quarterly data on student attendance
- Provide quarterly data on target students
- Safe and Civil training for certificated and classified staff to support target students
- Provide resources, materials, strategies, and professional learning to staff to support the diverse student body and their needs

- Supplemental contracts will be opened to provide babysitters during school events and parent meetings
- Supplemental contracts will be opened for interpreters/translators to be available to translate at school events and meetings and to translate written and spoken school communication
- Supplies for parent meetings including, but not limited to food, postal stamps, paper, envelopes, and similar items for outreach and communications
- The After School Program will provide a variety of clubs and activities to encourage Goal 2 participation in academics, technology, Athletics.
- Parents of target students will be contacted and will attend A2A meetings; they will be provided with information, resources, and strategies to support improved student attendance.

Action 2

Title: Goal #4 – Action #2 Social/Emotional Support and Safety

Action Details:

Action Detail:

School will work to improve overall suspension rates as well as decrease the number of suspensions for students who are disproportionately suspended. Tehipite will foster a Restorative Practice approach to student discipline. This opportunity to implement Restorative Practice allows for additional supports for students. The Climate & Culture Team is leading the work in building systems and processes to address student discipline.

Tehipite will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. Guidelines for success and district programs will continue to promote personal responsibility and social skills reducing suspension rates, increasing time in class, on task behaviors, lessening distractions for all learners, enhance campus safety for all students, and mitigating negative behaviors of students resulting in reduced conflicts with staff and other students.

SQII Element: 843 Suspension Rate

SQII Sub-element(s): None

Site Growth Target: 4% reduction in suspensions during the 2018-2019 academic year from 46.6% to 42%.

Vendor: None

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

Write a SMART Goal to address each data point:

By the end of 2018-2019, data will show the percentage of students who have been suspended has decreased by 4% from 46.6% to 42%.

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

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

(Include all interim monitoring evidence points showing impact)

- Weekly, quarterly referral data analysis through ATLAS
- Weekly, quarterly suspension data analysis through ATLAS
- Weekly, quarterly data analysis by teacher and/or content area through ATLAS
- SEL survey analysis
- District survey results of Parent, Staff, Student surveys

Owner(s):

Owner(s):

Vice Principal, SESS, Safe and Civil Team

Timeline:

Timeline:

Staff professional learning and review of data will begin in August 2018 and continue through the end of the academic year.

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

Describe direct instructional services to students, including materials and supplies required:

(curriculum and instruction)

- Students will be instructed in strategies related to bullying, acclimating to middle school, transitioning to high school, peer relationships, interacting with the adults in their lives, identifying feelings, respecting differences and promoting acceptance, serving the community and reaching outward, communication, negotiation and compromise, de-escalating a tense situation, coping with stress, and identifying future goals
- Significant subgroups of African American and SPED students will have an intense focus
- Materials and supplies and other associated items to support character education and development
- Intervention materials and resources, books and reference supplies
- Transportation for study trips incentive
- Incentives to support student success
- Technology resources to support delivery of the character counts/advisory lessons
- The After School Program will provide a variety of clubs and activities to encourage Goal 2 participation in academics, technology, athletics

Specify enhanced services for EL students:

Specify additional targeted actions for EL students:

- Home School Liaison will support EL students via communication regarding social emotional wellness
- BIA will support EL students based on current ELPAC levels

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

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

A parent orientation regarding the transition to middle school will be held detailing the resources available to families of young adolescents. Parents will receive a weekly telephone message detailing school information for the week.

Describe Professional Learning related to this action:

Describe related professional learning:

- Safe and Civil Schools training and Discipline in the Secondary Classroom training will be planned throughout the school year
- Class Meeting/Advisory training for Class Meetings that Matter, 2ND Step, and OLWEUS and other identified resources
- CHAMPS and STOIC training and calibration of agreed upon levels of misbehavior
- Book studies focusing on supporting students through their middle school experience
- Alliance elective class offered to support identified high-tier/high-risk students
- Supplemental contracts for teachers will be available to provide social emotional enrichment beyond the regular school day
- Supplemental contracts for certificated staff will be available to allow for social emotional training beyond the regular school day
- Substitutes will be provided for certificated staff to receive additional professional development to support social and emotional education, as needed

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0440 Tehipite 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			: Mailing materials, principal coffee hour mtg. back to school/materials **NO FOOD NO INCENTIVES**	800.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Sub			Classified Support Substitute	249.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra Time	592.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Incentives for Students: Tier 1	200.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			Climate and Culture Contracts 9 mtgs. 6 teachers	5,669.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Safe and Civil: School ID, lanyards, clips etc.	2,000.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Climate and Safety: Barricades, Pylons, etc.	5,000.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Climate and Culture: Planning/Signage/Materials	3,657.00
G4A2	Sup & Conc	Instruction	Nc-Equipment			: Climate and Safety: Radios and cameras	5,000.00

$23,167.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0440 Tehipite Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			1.1 and 1.2 Teacher Planning	2,834.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Goal 1& 2 Action 1Teacher Subs for Professional Development/Education Elements/PLI	2,343.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			1.1 and 1.2 Teacher Planning 7 teachers for 7 hours	2,834.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: 1.1 and 1.2 Direct Maint.	7,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements, Inc. : Action 1.1 and 1.2 Off site PL for Certificated Staff	10,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: 1.1, 1.2, and 1.3 PLI Teacher Initiative	7,198.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: 1.1 and 1.2 PLI Program/Computer Pathway Development/Technology	15,243.00
G1A3	Title 1 Basic	Instruction	Local Mileag			: HSL & SSW Local Mileage	200.00
G1A3	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			: Edgenuity Software/Rosetta Stone for EL Students	2,000.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL Personnel	13,909.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Direct Tutoring ELPAC Release, ELA and Math 114 hours	4,788.00
G1A3	Sup & Conc	Parent Participation	Oth Cls-Supp			Child Care: Events, ELAC, and Parent University	2,934.00
G1A3	Sup & Conc	Attendance & Social Work Service	Local Mileag			: Local Mileage	200.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	BIA to support Core Classes @ .438	13,918.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Parent Outreach/EL parent meetings and events	913.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Technology for EL Support	19,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			: Teacher Support to EL Students (ELPAC)	888.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			: EL Parent Meetings Food and other supplies	3,000.00
G1A4	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes for additional planning and classroom observations	271.00
G1A4	Title 1 Basic	Instruction	Teacher-Supp			74 Hours of Tutorials/Intervention-contracts	3,687.00
G1A4	Sup & Conc	Instruction	Bks & Ref			: Site License for software	1,000.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for enrichment	4,000.00
G2A1	Sup & Conc	Instruction	Bks & Ref			: Digital Software/Music	5,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Band Uniforms	2,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Wrestling Mat, Cheer and Select PE Units	10,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Musical Instruments	10,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: C-Train Storage	3,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Golf Cart Maintenance/Grounds and Site Upkeep-Moving items	2,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Climate and Culture: CAT Pack and incentives	2,000.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			: PE: Washer and Dryer	1,500.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			: Gator by John Deer	6,000.00

G2A1	Sup & Conc	Instruction	Travel	: CADA Conference Travel	1,500.00
G2A1	Sup & Conc	Instruction	Dues And Mem	: Dues and Membership CADA/Registrations	500.00
G2A1	Sup & Conc	Instruction	Direct Trans	: Academic Competitions/Events Transportation	500.00
G2A1	Sup & Conc	Instruction	Direct Trans	: Transportation Events	582.00
G2A1	Sup & Conc	Instruction	Direct-Maint	: "J" Order Dance Mirror-PE, Folklorico and Cheer	2,000.00
G2A1	Sup & Conc	Instruction	Direct-Graph	: Certificates and Medallions SS & Principal	500.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp	: Parent Events/Activities Food, materials and supplies	1,500.00
G3A1	Sup & Conc	Instruction	Teacher-Subs	Steve's Scholar Trips/Teacher sub	879.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp	: Mailing materials, principal coffee hour mtg. back to school/materials **NO FOOD NO INCENTIVES**	800.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Sub	Classified Support Substitute	249.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext	HSL Extra Time	592.00
G4A1	Sup & Conc	Instruction	Mat & Supp	: Incentives for Students: Tier 1	200.00
G4A2	Sup & Conc	Instruction	Teacher-Supp	Climate and Culture Contracts 9 mtgs. 6 teachers	5,669.00
G4A2	Sup & Conc	Instruction	Mat & Supp	: Safe and Civil: School ID, lanyards, clips etc.	2,000.00
G4A2	Sup & Conc	Instruction	Mat & Supp	: Climate and Safety: Barricades, Pylons, etc.	5,000.00
G4A2	Sup & Conc	Instruction	Mat & Supp	: Climate and Culture: Planning/Signage/Materials	3,657.00
G4A2	Sup & Conc	Instruction	Nc-Equipment	: Climate and Safety: Radios and cameras	5,000.00

$190,788.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$31,740.00
Sup & Conc	7090	$121,329.00
LCFF: EL	7091	$37,719.00
Grand Total		**$190,788.00**

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	$118,160.00
G2 - All students will engage in arts, activities, and athletics	$48,582.00
G3 - All students will demonstrate the character and competencies for workplace success	$879.00
G4 - All students will stay in school on target to graduate	$23,167.00
Grand Total	**$190,788.00**