

**Tehipite Middle**

10621666088538

Principal's Name: David Peters

Principal's Signature:

A handwritten signature in black ink, appearing to read 'David Peters', written over a faint horizontal line.

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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

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

**Consolidated Program Assurances**



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

**School Site Council**

<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 – David Peters</b>	X				
2. <b>Chairperson – Lane Greathouse</b>		X			
3. <b>Vice Chair – Hasmik Cañas</b>		X			
4. <b>Secretary – Kelly Gonzales</b>		X			
5. <b>Member – Harinder Sidhu</b>		X			
6. <b>Member – Nicholas Solis</b>			X		
7. <b>Member – Graciela Elorza</b>				X	
8. <b>Member – Estela Perez</b>				X	
9. <b>Member – Juana Meza</b>				X	
10. <b>Member – Fabiola Felix</b>				X	
11. <b>Member – Fabiola Garcia</b>				X	
12. <b>Member – Leyocha Marigney</b>					X
13. <b>Member – Adrinah Torres</b>					X
14. <b>Member – Perla Mandujano</b>					X
15.					

Check the appropriate box below:
<input type="checkbox"/> <b>ELAC reviewed the SPSA as a school advisory committee.</b>
<input checked="" type="checkbox"/> <b>ELAC voted to consolidate with the SSC. Date: 3/08/2018.</b>

**Required Signatures**

<b>School Name:</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	David Peters		3.15.2019
<b>SSC Chairperson</b>	Lane Greathouse		3.15.2019

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Tehipite - 0440

**ON-SITE ALLOCATION**

3010	Title I	\$40,404 *
7090	LCFF Supplemental & Concentration	\$135,330
7091	LCFF for English Learners	\$41,910
		\$217,644
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$217,644</b>

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

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,554
Remaining Title I funds are at the discretion of the School Site Council	\$38,850
Total Title I Allocation	\$40,404

## Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
  - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
  - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.
  
- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
  
- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.
  
- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

## Tehipite Middle 2019-2020 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	33.269 %	24.289 %	2017-2018	31.289 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	14.143 %	12.583 %	2017-2018	19.583 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-184 pts	2017-2018	-169 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-227.7 pts	2017-2018	-212.7 pts
SBAC ELA Distance from Level 3 (English Learner)		-82.2 pts	2017-2018	-67.2 pts
SBAC Math Distance from Level 3 (English Learner)		-144.6 pts	2017-2018	-129.6 pts

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

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

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

Action #2 Metrics ELA (16-17 at 26.3) (17-18 at 24.3) -2%Change

62.3 pts. from Level 3

#### SBAC ELA - Meets or Exceeds Standards

- Scores fell by 2% percent during the last academic year
- 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 tightness 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

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

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

Action #2 Metrics ELA (16-17 at 26.3) (17-18 at 24.3) -2%Change

62.3 pts. from Level 3

- The site was not afforded the opportunity to provide Summer Session to its students
- The site lacks Highly Qualified teachers in ELA (2 of 5)
- Teacher transiency is high, with four (3) of five (5) less than two (2) years at the site
- 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



- 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.
- The processing of CRT through ILT

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

**Action #1 Metrics Math (16-17 at 7.1) (17-18 at 12.6) +5.5%Change**

**126.9 pts. from Level 3**

**SBAC Math - Meets or Exceeds Standards**

- Overall, math scores have grown 7.3% in the past two years.
- The site has had the largest percent growth in math of all secondary schools in the district
- Addition of a Math 8 "Advanced" course offering
- Addition of Math Institute three (3) times per year
- Identification of essential standards from SBAC by the site's Math PLC
- Teacher commitment to equity and access to high-quality curriculum with Go-Math as the foundation
- Conceptual vs. Procedural focus on mathematics topics
- Tools and technology offered through GoMath and the site's participation in PLI
- PLC commitment to differentiation through PLI
- Adherence to the Formative Assessment Cycle and tightness 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
- EL's and SWD's will also be targeted based on the new accountability model
- The processing of Culturally Responsive Teaching through ILT

**SBAC ELA Distance from Level 3 (English Learner)**

English Learner - SBAC ELA Distance from Level 3: 82.2 pts.

**SBAC ELA Distance from Level 3 (Students w/Disabilities)**

Students w/ Disabilities - SBAC ELA Distance from Level 3: 184 pts.

**SBAC Math Distance from Level 3 (English Learner)**

English Learner - SBAC Math Distance from Level 3: Not Listed (Orange Zone).

**SBAC Math Distance from Level 3 (Students w/Disabilities)**

Students w/ Disabilities - SBAC Math Distance from Level 3: 227.7 pts.

- 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)**

**Action #1 Metrics Math (16-17 at 7.1) (17-18 at 12.6) +5.5%Change**

**126.9 pts. from Level 3**

- The site was not afforded the opportunity to provide Summer Session to its students
- The site lacks Highly Qualified teachers in Mathematics (1 of 5)
- Teacher transiency is high, with four (4) of five (5) less than two (2) years experience in education
- 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 ELA Distance from Level 3 (English Learner)**

English Learner - SBAC ELA Distance from Level 3: 82.2 pts.

**SBAC ELA Distance from Level 3 (Students w/Disabilities)**

Students w/ Disabilities - SBAC ELA Distance from Level 3: 184 pts.

**SBAC Math Distance from Level 3 (English Learner)**

English Learner - SBAC Math Distance from Level 3: Not Listed (Orange Zone).

**SBAC Math Distance from Level 3 (Students w/Disabilities)**

Students w/ Disabilities - SBAC Math Distance from Level 3: 227.7 pts.

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

**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 in the form of technology
- Offset Title I Funds have been allocated to Goal 2 Programs as recommended by stakeholder groups
- HSL for translation and increased community outreach
- PLi Professional Learning to support EL strategies and Software use
- Lab-School Designation to target EL student academic growth

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

- Creation of Executive Program for SDC students as an incentive in regards to class participation
- Request to be considered as a designated site to accommodate training for all staff
- Shift of monies from BIA to HSL to facilitate community outreach
- EL Placement and EL Teacher
- SPED Staff would receive additional training under designated status
- SPED Staff Re-Alignment from RSP to SDC

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

**1** SSC:

**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 7<sup>th</sup> and 8<sup>th</sup> 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

**2** ELAC:

**ELAC**

Concern about ELPAC difficulty and support of EL students in ELA and Math.

- Continue to develop PLi pathways in 7<sup>th</sup> and 8<sup>th</sup> 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

**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.

- Continue to develop PLi pathways in 7<sup>th</sup> and 8<sup>th</sup> grade
- Allocate funds to strengthen key areas in Goal #2 Activities that support RSA and athletics

- and grounds
- Maintenance of PE programs and facilities

- Maintenance of PE programs and facilities
- PLUS support of EL Students through materials provided digitally in SpringBoard and GoMath
- Addition of iReady to be considered
- Requested funds from site budget (\$5,500.00) allocated to Library be moved to tutorial support for EL Students

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

## Action 1

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

### Action Details:

#### Action Detail:

Site growth in Math was 5.5% when compared to the prior academic year .

Identified students in math 8 will be targeted to receive best first instruction through the development of an accelerated math \* Class. Lessons will be designed by the core teacher and will be based on the standards as all other student curricula, but will include extended thinking problems. 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 dis-aggregated 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.

Site Growth Target: 5% 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 2019-2019 school year, the administration of the Math SBAC will show a minimum of a 5% 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 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 math content area, by grade level; use Instructional Practice Guide for progress monitoring
- Accountable Community feedback, reflective conversations
- Daily progress monitoring via walk-throughs, feedback, reflective conversations
- Incorporation of IAB's as a part of the CFA process

**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
- Math Tutorial either zero period or after school

**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.

HSL Position hours to increase as well as the scope of the position.

**Owner(s):**

Owner(s):

Principal, VP and Math teachers

**Timeline:**

Timeline:

Staff professional learning and review of data will begin in August 2019 and continue through the end of the academic year.

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

- SDC/SpEd/RSP will meet with Administrators quarterly for data chats.
- SWD will get 60 minutes daily Math/ELA instruction at grade level.
- Teachers of students with disabilities will be incorporated into grade-level PLC's to foster their content knowledge and pedagogical practice.
- In addition, the development of our Executive Program for this student group will incentivize participation and progress

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

**Describe related professional learning:**

- Teacher training of Standards through UnboundEd Standard's Institute.
- 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 dis-aggregated by proficiency not significant subgroups for tiered levels of support as all subgroups are statistically proximal.

The addition of an A/B Schedule would increase the instructional minutes in ELA Literacy will also be a focus across all instructional areas as outlined in the Tehipite Instructional Model.

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.

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 2019-2020 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.

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

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

**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
- Incorporation of IAB's as a part of the CFA process

Owner(s):

Owner(s):

Principal, VP, ELA and PLUS teachers

Timeline:

Timeline:

Staff professional learning and review of data will begin in August 2019 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 8<sup>th</sup> 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 will 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 as well as planned increase in the scope of the position
- Proposed addition of iReady to compliment Springboard

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.

Specify enhanced services for low-performing student groups:

- SDC/SpEd/RSP will meet with Administrators quarterly for data chats.
- SWD will get 60 minutes daily Math/ELA instruction at grade level.
- EL students will directly benefit from more precise instruction based on individual need through iReady.
- Development of an Executive Program for Students with disabilities will incentivise participation and progress.

Describe Professional Learning related to this action:

**Describe related professional learning:**

- Teacher training of Standards through UnboundEd Standard's Institute.
- 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 8<sup>th</sup> 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:](#)

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**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.

Site Growth Target: English Learner students will move fifteen (15) points closer to level 3. This would be an increase from -82.2 to -67.2 on the state 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 the 2019-2020 school year, the administration of SBAC will show a fifteen (15) point increase toward level three (3).

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

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

**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 walk-throughs, feedback, reflective conversations
- The site will strengthen its literacy approach across all disciplines
- Push to implement more time in ELA through a modified A&B Schedule
- CRT approach to instruction with an emphasis on reading, writing, speaking and listening.
- 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 thinking skills

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

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.

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 low-performing student groups:

- SDC/SpEd/RSP will meet with Administrators quarterly for data chats.
- SWD will get 60 minutes daily Math/ELA instruction at grade level.
- EL students will directly benefit from more precise instruction based on individual need through iReady.

Describe Professional Learning related to this action:

**Describe related professional learning:**

- Teacher training of Standards through UnboundEd Standard's Institute.
- 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.

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%.

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

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

**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

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 ELLS 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.

Owner(s):

Owner(s):

VP, Academic Counselor and SESS

Timeline:

Timeline:

Staff professional learning and review of data will begin in August 2019 and continue through the end of the academic year

Specify enhanced services for low-performing student groups:

- SDC/SpEd/RSP will meet with Administrators quarterly for data chats.
- SWD will get 60 minutes daily Math/ELA instruction at grade level.
- EL students currently perform better in this category than the general population
- Students with disabilities will benefit from the development of our Executive Program which will mitigate behaviors that impede completion of academic tasks.

Describe Professional Learning related to this action:

**Describe related professional learning:**

- Teacher training of Standards through UnboundEd Standard's Institute.
- 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 EIS and SQII data sources and the contacts/counseling that the SESS and Academic Counselor do to support students not meeting the EIS 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

# 2019-2020 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			Lead Teacher Planning 1 day 7 teachers 7 hours	2,853.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Education Elements Partnership	3,600.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Local Vender for Attendance Incentives/Food/Direct Food	2,500.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Computers for Student Use	15,243.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	1,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Replacement Technology	7,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair of Facilities and Equipment not covered by District	8,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Agendas/Graphics	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : Education Elements Partnership	9,400.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Technology/Printer/supplies	3,000.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			PLI/Lab School/Tutorial EL Strategies	4,821.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Class set of computers	21,176.00
G1A3	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			EL Intervention Software/Nearpod Core Classes	2,000.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			Title 1 Parent Involvement (Required) (No Incentives/Food)	1,000.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL & SSW Local Mileage	200.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Direct Tutoring ELPAC, ELA, Math	4,821.00
G1A3	Sup & Conc	Instruction	Bks & Ref			: iReady-Suite	6,000.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Materials/Monthly Flyer	500.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp			: Parent Communication/Postage/Multiple Actions	300.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp			: Parent Involvement: Direct Food/SSC/Local Vender	1,000.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1000		7,042.00
G1A3	Sup & Conc	Attendance & Social Work Service	Local Mileag			HSL & SSW Local Mileage	200.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Student Materials and Supplies/Incentives	1,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			Teacher Support to re-designate EL Students (ELPAC)	888.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Ext			Translator/Extra Support	521.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			EL Parent Meeting/Events/Food	2,527.00
G1A2		Attendance & Social Work Service	Cls Sup-Reg		0.5250		

# 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0440 Tehipite Middle School

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5250	.	36,974.00
G1A4	Title 1 Basic	Instruction	Teacher-Subs			Teacher subs for observation/planning	247.00
G1A4	Title 1 Basic	Instruction	Teacher-Supp			Tutorial Intervention Contracts	3,712.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for electives	4,534.00

**\$157,059.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	80.377 %	79.785 %	2017-2018	86.785 %

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

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

**Goal 2 Participation Rate**

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

**All Students will engage in arts, activities and athletics**

**Current 2018 - 80.3%      Goal 86.7%**

- 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.

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

**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

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

None - Grant monies and additional site allocations over the last two years have been used to buy new uniforms primarily, but new equipment has also been purchased. After hour theft has hindered the site in retaining some of this equipment.

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

Aslight reduction in site monies allocated as grant monies and district funds have helped to raise the quality of student equipment.

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

<p><b>1 SSC:</b></p> <p><b>SSC</b></p> <p>Consensus that we are on the right track and continue the move from spending money on programs and people to student engagement and facilities...</p> <ul style="list-style-type: none"> <li>• Grounds maintenance, specifically upkeep of athletic facilities was a concern</li> <li>• Allocate funds to strengthen perceived gaps in equity around athletics</li> <li>• Allocate some site funds to maintain athletic facilities and grounds</li> <li>• Maintenance of PE programs and facilities</li> <li>• Increase Electives that support RSA</li> </ul>	<p><b>2 ELAC:</b></p> <p><b>ELAC</b></p> <p>Concern about equity in our goal #2 Programs as compared to other sites and programs that target EL Students</p> <ul style="list-style-type: none"> <li>• Allocate funds to strengthen key areas in Goal #2 Activities that support RSA (Folklorico) and athletics</li> <li>• Allocate some site funds to maintain and athletic facilities and grounds</li> <li>• Maintenance of PE programs and facilities</li> </ul>	<p><b>3 Staff:</b></p> <p><b>Staff – SBC and Dept. Chairs</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• Allocate funds to strengthen key areas in Goal #2 Activities that support RSA and athletics</li> <li>• Allocate some site funds to maintain athletic facilities and grounds</li> <li>• Maintenance of PE programs and facilities</li> <li>• Allocate funds for items that have broad impact on core programs and support Goal #2 i.e. new wrestling mat</li> </ul>
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## 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

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 2019-2020, data will show that the number and percentage of unique students who are engaged in any Goal 2 Activities has increased by 5% (Activities, Arts, or Athletics). This would be a jump from 2018 - 80.3% to our

Goal 86.7%.

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

Specify enhanced services for low-performing student groups:

None - No groups are significantly or disproportionately low in Goal #2

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



- 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
  - 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.
- 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 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

## 2019-2020 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	Mat & Supp			Climate & Culture Cat Pack (Grades and Behavior)	3,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Wrestling, Cheer ,PE supplies, and goal 2 materials and supplies	5,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Awards/Medallions/Certificates/Sports G2	2,500.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Band Uniforms	2,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Musical Instruments	4,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Dance Mirror/PE/Folklorico and Cheer	2,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Competition/Club materials and supplies	3,000.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			: Bobcat Lounge Furniture/Equipment	5,000.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			: Seatrain Storage/seasonal equipment	3,000.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			: Site applicances	1,500.00
G2A1	Sup & Conc	Instruction	Dues And Mem			Dues & Membership for CADA Students	1,000.00
G2A1	Sup & Conc	Instruction	Oth Equ Mnt			: Site Cart/upkeep	3,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Direct Transportation for Student Activities	1,000.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Mailing materials, principal coffee hour meetings, back-to-school night	200.00

**\$36,200.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 8th Grade	7 %	1.255 %	2017-2018	7 %

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

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

**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 7<sup>th</sup> 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 8<sup>th</sup> 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

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

**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

build goal #3

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

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

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

**1** SSC:

**SSC**

Consensus that we need a stronger tie to CTE programs at RHS

- Increase opportunities for all students to be fully articulated with RHS

**2** ELAC:

**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

**3** Staff:

**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. In addition, the continued growth of The Steve's Scholars Program will expose more students to experiences pertaining to Goal #3.

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 2019-2020 school year, all students will be exposed to an element of career and technical education through trips and pathway presentation by RHS.

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

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

**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 2019 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

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

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 low-performing student groups:

None - Student groups are not dis-proportionally represented in Goal #3

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

## 2019-2020 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			Teacher subs to support Steve Scholar/Field Trips	883.00

**\$883.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	19.519 %	22.785 %	2017-2018	20.785 %
Suspensions Per 100	55 %	39.755 %	2017-2018	38.755 %
Chronic Absenteeism (Students with Disabilities)		23.2 %	2017-2018	21.2 %
Suspension Rate (Students w/Disabilities)		20.8 %	2017-2018	17.8 %
Chronic Absenteeism (English Learner)		17.9 %	2017-2018	15.9 %
Suspension Rate (English Learner)		14.8 %	2017-2018	11.8 %

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

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

**Chronic Absenteeism**

**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 22.7% to 19.5%      Suspensions from 55% to 40%**

- 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)

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

**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 dis-proportionality 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

- 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%**

- 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

#### **Chronic Absenteeism (English Learner)**

Our EL population does not exhibit chronic absenteeism at a greater rate than the general population. In fact, it is less than the general population.

#### **Chronic Absenteeism (Students with Disabilities)**

Our Students with Disabilities population does not exhibit chronic absenteeism at a greater rate than the general population. In fact, it is less than the general population.

#### **Suspension Rate (English Learner)**

Our EL population does not exhibit incidence of suspension at a greater rate than the general population. In fact, it is less than the general population.

#### **Suspension Rate (Students w/Disabilities)**

Our Student's with Disabilities population does not exhibit incidence of suspension at a greater rate than the general population.

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

#### **Chronic Absenteeism (English Learner)**

Our EL students attend school at a greater rate than general population as a whole.

#### **Chronic Absenteeism (Students with Disabilities)**

There is no data on the state report card referencing this data, and we have no reason to believe that this group has a lower attendance rate than the general population.

#### **Suspension Rate (English Learner)**

Our EL population is currently suspended at a far lower rate than the general population. The difference is roughly 5% lower.

#### **Suspension Rate (Students w/Disabilities)**

Our students with disabilities are suspended at the same rate as the general population, but we will be instituting an Executive Program to mitigate behaviors that lead to suspension.

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



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 6<sup>th</sup> grade feeders and entering 7<sup>th</sup> 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

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

The site is desirous of a change in the HSL Position from 3 to 6 hours to increase communication with parents and facilitate a more customer-service approach.  
The site has also added Saturday school as a viable option for students to improve their attendance.

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

**1 SSC:**

**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

**2 ELAC:**

**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.

**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.

- 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

## 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.

SQI Element: 5942 - Chronic Absenteeism

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

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

#### 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
- 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.

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

- SED (RSP, SDC, SpEd) will be monitored and meetings created for when they reach 5 days
- The site has also added Saturday school as a viable option for students to improve their attendance.

**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

**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.

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

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

Owner(s):

Timeline:

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

Owner(s):

Timeline:

(Include all interim monitoring evidence points showing impact)

Vice Principal, SESS, Safe and Civil Team

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

- 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

[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

[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.

[Specify enhanced services for low-performing student groups:](#)

Involvement of DPI and using data and suggestions provided modify our approach to student interactions as well create a space for students that are abiding

[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

## 2019-2020 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			: Parent Involvement (No Incentives/Food)	554.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Academic/Attendance Student Incentives	3,000.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			Classified HSL extra time	241.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			Climate and Culture Contracts/Teacher Supplemental Contracts	5,707.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Climate and Culture Planning/Signage/Materials	2,000.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Lanyards/Clips for Safe and Civil Request	2,000.00
G4A2	Sup & Conc	Instruction	Nc-Equipment			: Digital Radios, Barricades, Pylons	10,000.00

**\$23,502.00**

## 2019-2020 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			Lead Teacher Planning 1 day 7 teachers 7 hours	2,853.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Education Elements Partnership	3,600.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Local Vender for Attendance Incentives/Food/Direct Food	2,500.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Computers for Student Use	15,243.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	1,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Replacement Technology	7,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair of Facilities and Equipment not covered by District	8,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Agendas/Graphics	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : Education Elements Partnership	9,400.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Technology/Printer/supplies	3,000.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			PLI/Lab School/Tutorial EL Strategies	4,821.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Class set of computers	21,176.00
G1A3	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			EL Intervention Software/Nearpod Core Classes	2,000.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			Title 1 Parent Involvement (Required) (No Incentives/Food)	1,000.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL & SSW Local Mileage	200.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Direct Tutoring ELPAC, ELA, Math	4,821.00
G1A3	Sup & Conc	Instruction	Bks & Ref			: iReady-Suite	6,000.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Materials/Monthly Flyer	500.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp			: Parent Communication/Postage/Multiple Actions	300.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp			: Parent Involvement: Direct Food/SSC/Local Vender	1,000.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1000		7,042.00
G1A3	Sup & Conc	Attendance & Social Work Service	Local Mileag			HSL & SSW Local Mileage	200.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Student Materials and Supplies/Incentives	1,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			Teacher Support to re-designate EL Students (ELPAC)	888.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Ext			Translator/Extra Support	521.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			EL Parent Meeting/Events/Food	2,527.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5250		36,974.00
G1A4	Title 1 Basic	Instruction	Teacher-Subs			Teacher subs for observation/planning	247.00
G1A4	Title 1 Basic	Instruction	Teacher-Supp			Tutorial Intervention Contracts	3,712.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for electives	4,534.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Climate & Culture Cat Pack (Grades and Behavior)	3,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Wrestling, Cheer ,PE supplies, and goal 2 materials	5,000.00

G2A1		Instruction	Mat & Supp	and supplies	5,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp	: Awards/Medallions/Certificates/Sports G2	2,500.00
G2A1	Sup & Conc	Instruction	Mat & Supp	: Band Uniforms	2,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp	: Musical Instruments	4,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp	: Dance Mirror/PE/Folklorico and Cheer	2,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp	: Competition/Club materials and supplies	3,000.00
G2A1	Sup & Conc	Instruction	Nc-Equipment	: Bobcat Lounge Furniture/Equipment	5,000.00
G2A1	Sup & Conc	Instruction	Nc-Equipment	: Seatrain Storage/seasonal equipment	3,000.00
G2A1	Sup & Conc	Instruction	Nc-Equipment	: Site appliances	1,500.00
G2A1	Sup & Conc	Instruction	Dues And Mem	Dues & Membership for CADA Students	1,000.00
G2A1	Sup & Conc	Instruction	Oth Equ Mnt	: Site Cart/upkeep	3,000.00
G2A1	Sup & Conc	Instruction	Direct Trans	Direct Transportation for Student Activities	1,000.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp	Mailing materials, principal coffee hour meetings, back-to-school night	200.00
G3A1	Sup & Conc	Instruction	Teacher-Subs	Teacher subs to support Steve Scholar/Field Trips	883.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp	: Parent Involvement (No Incentives/Food)	554.00
G4A1	Sup & Conc	Instruction	Mat & Supp	: Academic/Attendance Student Incentives	3,000.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext	Classified HSL extra time	241.00
G4A2	Sup & Conc	Instruction	Teacher-Supp	Climate and Culture Contracts/Teacher Supplemental Contracts	5,707.00
G4A2	Sup & Conc	Instruction	Mat & Supp	: Climate and Culture Planning/Signage/Materials	2,000.00
G4A2	Sup & Conc	Instruction	Mat & Supp	: Lanyards/Clips for Safe and Civil Request	2,000.00
G4A2	Sup & Conc	Instruction	Nc-Equipment	: Digital Radios, Barricades, Pylons	10,000.00
					<b>\$217,644.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$40,404.00
Sup & Conc	7090	\$135,330.00
LCFF: EL	7091	\$41,910.00
<b>Grand Total</b>		<b>\$217,644.00</b>

Goal Totals	Budget Totals	
G1 - All students will excel in reading, writing, and math	\$157,059.00	
G2 - All students will engage in arts, activities, and athletics	\$36,200.00	
G3 - All students will demonstrate the character and competencies for workplace success	\$883.00	
G4 - All students will stay in school on target to graduate	\$23,502.00	
<b>Grand Total</b>		<b>\$217,644.00</b>