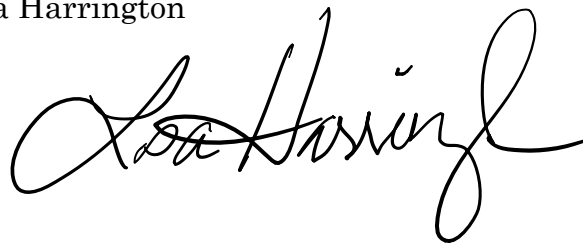


Tenaya Middle School

10621666057343

Principal's Name: Lisa Harrington

Principal's Signature:

A handwritten signature in black ink, appearing to read "Lisa Harrington", written in a cursive style.

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

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B.	Action Plan	Action designed to meet the needs and accomplish the goals
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B.3.	Culture and Climate Domain	Goal 2 Engagement/Parent Involvement/EL Services
Budget and Governance Sections		
C.1.	Budget	Allocations and planned expenditures
D.1.	Centralized Services	N/A
E.1.	Assurances	Consolidated Program Assurances
E.2.	School Site Council	Members list
E.3.	Required Signatures	Principal and SSC Chairperson
E.4.	Addendum	Site Parent Involvement Policy/Compact/SSC Bylaws

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	6/17	25.64 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	16/16	9.52 %
<input type="checkbox"/>	Middle	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	15/16	23.81 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	CORE High School Readiness	5- High School Readiness Rate	2524	CORE Waiver: High School Readiness	13/17	37 %

4 Social Emotional

Growth Opportunity Indicators

EOY

Selected	Segment	Element	Subelement	ID	Description	Rank	14-15
<input checked="" type="checkbox"/>	Middle	Chronic Absenteeism	2- Appropriate Attendance Intervention	5957	Number and percentage of 7-8th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	16/17	7.87 %
<input checked="" type="checkbox"/>	Middle	Suspension	3- Appropriate Behavior Intervention	6282	Number and percentage of 7-8th grade students with one or more suspension incidents (on-campus and/or out of school) and have an appropriate ATLAS Portfolio admin entry or SESS contact	11/17	42.06 %
<input checked="" type="checkbox"/>	Middle	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	10/17	51.85 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	15/17	65.4 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 1	Detail the action: Tenaya Middle School will provide a Response to Intervention system in order to advance student understanding and performance in all mathematics and ELA courses. Tier I supports focus on CCSS lesson facilitation, reteach based on formative data, complex tasks and collaborative discourse; Tier II supports include PLUS (Flex week support)Push-in CORE courses; Co-teach, teacher focus groupings, and parent support; Tier III supports include afterschool tutorial (by math teachers), study skills course schedule and technological resources.		
SQII Element: Academic Performance and Growth Math (SBAC); ELA (SBAC)	SQII Sub-element(s): #5998 & #5997 Achievement Gap ELA & MATH	Site Growth Target: -10% disp.	Vendor (contracted services) Educational Leadership Foundation Turnitin.com Solutions, Back to Basics Parenting Program Moby Math
<input checked="" type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context
<p>Write a SMART Goal to address each data point: By June 2017, there will be a decrease of the disproportionality rate by 10% and an increase by 15% in the overall growth of all students proportionately lower than average (African American, SpEd, EL, and Foster Youth) as measured on the annual SBAC data as demonstrated on SQII indicators for ELA and Math respectively. ELA- There will be an increase of SBAC results by 15% in number of students who demonstrate mastery and a 60% increase in number of students who move up a performance band. Interim assessments will be monitored to determine progression of growth. MATH- There will be an increase of SBAC results by 20% in number of students who demonstrate mastery and a 60% increase in number of students who move up a performance band. Interim assessments will be monitored to determine progression of growth.</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: Progress monitoring will include but not be limited to:</p> <ol style="list-style-type: none"> Weekly Formative Assessment analysis within ACs (including PLUS) will be used to compare student results with grade data per dept. Students in the yellow or red zone (EIIS tool) will be provided an academic data chat or intervention. Formative Assessment Protocol on-going analysis matrix will be used to identify struggling students during the course of instruction. PLUS teachers on FLEX weeks will support Tier I and II interventions, re-teach or enrichment opportunities. 		Owner(s) 1.Teachers 2.Dept. AC and PLUS teachers	Timeline 1 .Weekly (AC Meeting) 2. Weekly (AC Meeting)

<ol style="list-style-type: none"> 3. Student Intervention analysis results (based on Common Formative Assessment and Grade Data) will be shared at the CCI faculty meetings. 4. Interim benchmark data analysis (ELA and Math) by grade level/dept. will compare results with current grade data and target <i>Standards Nearly Met</i> students. Data chats will help students set goals toward SBAC performance. 5. Referrals will be made for additional support through afterschool tutorials for CORE subjects. Supports will be determined by a correlation between common formative assessment, current missing assignments and grade data. 6. Number of D/F's as indicated in EIIS tool will trigger chat between PLUS teachers and yellow zone students. Red Zone students will receive instructional interventions. 7. Number of students scheduled into Study Skills Course, Co-teach Course or other course as necessary will be monitored bi-weekly based on grade, assessment and EIIS tool data. Chronic Red Zone students will be assigned these courses. 8. PLUS (Flex) caseloads and bi-weekly analysis of progress with Administration will help strategize number and type of interventions students receive, number of attempts and impact for further needs. 9. Instructional Practice Guide will support on-going feedback and provide schoolwide data to the level of implementation of the 5 instructional expectations and impact for student learning. 10. Technology is use regularly for digital instruction and preparation for SBAC, Interim (ELA and MATH) and DRP Assessments 11. DRP results will provide target students for data chats and goal setting to improve reading ability. 12. Collaboration with Bullard Region PK-12 System to continue utilizing Write Tools Strategies, align guaranteed viable curriculum progression, analyze regional Problem of Practice. 	<ol style="list-style-type: none"> 3. Lead Teachers 4. Dept AC/ VP/ GLA/ Academic Counselor 5. Academic Counselor/ Teachers 6. Academic Counselor/ PLUS Teachers 7. Academic Counselor/ VP/GLA 8. Principal/ PLUS Team 9. Principal/ VP/ GLA/ PLUSTeachers 10. Teachers/GLA 11. Teachers 12. Principal 	<ol style="list-style-type: none"> 3. Quarterly 4. October and January 5. Weekly 6. Quarterly at Progress Report 7. On-going 8. Bi-weekly 9. Daily 10. On-going 11. Sept. and April 12. On-going
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Parents of these students will be notified of concerns (phone calls, SSTs, 504s/ IEPs)</i> • <i>Parents are encouraged to stay current with student grades/assignments via ATLAS or email with teacher</i> • <i>Parents invited into classroom to support learning environment and build contextual understanding of issue with their child</i> • <i>Parent support when schedule/course change or afterschool tutorial is necessary</i> 		

- Parent support through life skills class (*Back to Basics Project, Solutions 4 Parenting*)

Describe related professional learning:

- *iPL; PLUS-Dept. AC Cycles of Continuous Improvement*
- *Focus on Complex Text, Talk and Task; Common Formative Assessment*
- *Using Illuminate and SBAC release questions to help frame build lessons which focus on what students are to know and be able to do; other as available: Formative Assessments*
- *Attend conferences to support: GATE instruction; Instructional Technology; CCSS pedagogy; Writing and others as appropriate*
- *Training on district adopted Instructional Practice Guide*
- *Continued opportunities for backwards mapping and unpacking of the standards*
- *Instructional Technology training: One Drive, Turnitin.com, Google Classroom, etc.*

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

- *Differentiate instruction with emphasis on intervention and enrichment support*
- *Variety of elective options to help students find connection to a love of learning and doing which can help them in college and career pursuits and enhance literacy development with real world application (PLTW, Spanish 1 and 2, Drama, Media and Technology, Leadership, Music, Speech Communication)*
- *GATE and Laptop Course taught at a deeper level of rigor/ complexity to prepare students for AP course alignment*
- *Variety of high Lexile Level, complex CORE novels, articles, excerpts to support use of complex, text and talk interactive strategies*
- *Go Math curriculum with supplemental complex real world problems: should promote student discourse and articulation of conceptual understanding and application of grade level skills*
- *Instructional technology (tablets; projectors, doc cameras, etc); various materials and supplies for activities, assessments and daily instruction*
- *Travel, Conference fees, Substitute funds or Supplemental Contracts as needed*

Specify additional targeted actions for EL students:

- *EL students are partnered with an English speaking (like language) in order to better access instruction, activities and collaboration;*
- *Teachers provide appropriate level of scaffold, through TPR, other SDAIE or language acquisition strategies as necessary.*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Support for Academic and Social-Emotional growth of students	3,024
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher supplemental contracts for strategic planning and student support	18,186

1	1	EL	Instruction	Teacher-Substitute Salaries				Substitutes to support EL academic and social-emotional growth	503
1	1	EL	Instruction	Teacher-Supplemental Salaries				EL support: tutorial opportunities	2,019
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Tutorial	1,316
1	1	EL	Instruction	Direct-Other (Dr)				Assessment of ELs	1,000
1	1	EL	Instruction	Direct Transportation (Dr)				Field trip for EL students	500
1	1	EL	Instruction	Travel				Conference fees to support EL literacy development	1,000
1	1	EL	Instruction	Non Capitalized Equipment				To provide technology resources for EL students	5,800
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				To provide technical resources for students to access digital literacy instruction and assessments	8,500
1	1	EL	Instruction	Materials & Supplies				To support EL student achievement	3,837
1	1	Sup & Conc	Instruction	Materials & Supplies				To support student academic courses through materials, supplies, and individual performance needs.	23,000
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	13,300
Total									\$81,985

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 2	<p><i>Detail the action: Students will decrease negative behavioral incidents through strategic intervention practices based on individual need. Detailed documentation will be provided in ATLAS within the Misbehavior, Counseling or Other tabs in the Student Portfolio. Staff will provide students with on-going intervention practices in order to help guide students in understanding the importance of being part of the social world. Students will be given proactive supports through a variety of venues and strategies. Students who demonstrate negative patterns of behavior will provided intervention through Tier I, Tier II and Tier III supports.</i></p>		
<i>SQII Element: Social Emotional</i>	<i>SQII Sub-element(s): Suspensions: #5951 & #3684: Appropriate Behavior Intervention & Behavior Growth</i>	<i>Site Growth Target: 100%</i>	<i>Vendor (contracted services) Family Foundations Counseling Education and Leadership Foundation Solutions, Back to Basics Parenting Program Funworks</i>
<input checked="" type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point: By June 2017, 100% of all students who demonstrate chronic behavioral patterns will be provided appropriate interventions to improve behavior as measured in ATLAS Portfolio admin entry or SESS contact. Disproportionality rates will decrease by 15% and Suspension rates will decrease by 20%.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i></p> <ol style="list-style-type: none"> 1. Monthly data analysis on SQII to enter and capture all incidents and interventions designed through AC meetings, SST, 504, IEP and SART process. 2. Screening protocols to determine needs of each student and appropriate resources to implement, document, analyze and refine. 3. Resource Counseling Asst. will work with SESS and Principal to meet with parents monthly during coffee hour meetings, home visits and referrals to on-site parenting program. 4. School-wide implementation of CHAMPs protocols; Safe and Civil pedagogy; Weekly Second-Step instruction (through PE); and Weekly Oleweus: Anti-Bullying Class meetings 5. Reflection on strategies which work; attempt to replicate to support others in ACs; PD opportunities and with Administration and Counselors. 		<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> 1. SESS, Academic Counselor, VP, GLA, Psych. 2. SESS 3. Principal, RCA, SESS 4. SCCT, Teachers 5. Principal, SESS, Academic Counselor 	<p><i>Timeline</i></p> <ol style="list-style-type: none"> 1. Monthly 2. On-going 3. Monthly 4. Weekly 5. Weekly

<p>6. Plan to implement steps/ level of intervention tailored to individual for changing negative habits into positive behaviors (Daily, Behavior: “Taste Success”; Re-Engagement Center support with behavior reflection/work completion, incentives and rewards, etc.)</p> <p>7. Follow-up on implemented interventions to determine effectiveness for each individual (COST protocols) with SESS, Psychologist, Therapist, Academic Counselor and GLA.</p> <p>8. Enrollment in Men’s or Women’s Alliance (Education & Leadership Foundation) course will support behavioral and academic outcomes as measured on ATLAS portfolio and gradebook.</p> <p>9. Referral to group or individual services with SESS Counselor; on-site Clinical Therapist (SOAP protocols) or other appropriate resources.</p> <p>10. Use of Re-Engagement Center to support students through the disciplinary to restorative practice process. Interventions/ supports documented in ATLAS</p>	<p>6. VP, GLA, SESS</p> <p>7. SESS, Psychologist, Academic Counselor, GLA</p> <p>8. VP, GLA, SESS, Academic Counselor</p> <p>9. SESS, Psych, GLA, VP, Principal</p> <p>10. REC Teacher, VP, GLA</p>	<p>6. On-going</p> <p>7. Bi-weekly to monthly</p> <p>8. Bi-weekly (progress reports)</p> <p>9. On-going</p> <p>10. On-going</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> Attend meetings as designed by school personnel to help collaborate in building appropriate intervention supports (Admin/Teacher. Parent Conf.: Behavior Support Plan; Problem Solving Team; SST; SESS meeting) Parent University; on-site parenting courses, meetings conferences Regular monitoring of ATLAS grade, behavioral and attendance data School Site Council participation; Attend SESS meetings as needed Support child by regularly attending arts, athletics, and activities events; parent –teacher conferences, Back to School, Open House, Orientation and awards opportunities, etc. RCA meetings with targeted parent/ groups for support 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> SESS learning: Social Emotional Learning Competencies, Climate and Culture (Safe and Civil Schools), Positive Behavior Supports, Capturing Kids Hearts, Second Step, Oleweus Anti-Bullying, Re-Engagement Center, Restorative Practices 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <p>Students may be assigned to:</p> <ul style="list-style-type: none"> Re-Engagement Center which provides opportunities for students to reflect on actions and set goals to help themselves in their own understanding of the context and content of their behaviors. Women’s or Men’s Alliance courses to support social-emotional learning and develop self-awareness and help skills Appropriate referrals to outside resources 		

- *On-site therapy with a clinical counselor; SESS individual or small group counseling; case management, and support; peer mentoring (regional resource; home visits*
- *Parenting resources to support mental health and social-emotional needs of students*
- *SSTs/ 504s/ IEPs as needed and appropriate;*
- *Oleweus Anti-Bully Meetings (weekly); Second-Step (through PE) weekly.*
- *Incentives, rewards for improvement or progress for individual or group goals*
- *Conference fees, travel or substitute funds if necessary*

Specify additional targeted actions for EL students:

- *Same behavioral interventions*
- *Translator when appropriate*
- *Peer (same language) course alignment when possible for support*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	2	Sup & Conc	Instruction	Travel				To provide professional development opportunities for certificated and classified staff members supporting the Social-Emotional needs of students	2,500
2	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Education and Leadership Foundation	To provide support through Men's and Women's Alliance Courses	17,500
								Total	\$20,000

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 3	<i>Detail the action: Students who are listed on the ATLAS reports and are designated as an SESS Red or Purple code, will be provided numerous interventions to support both attendance and Social-Emotional concerns which keep students out of school. SESS and Attendance/ Registrar will hold meetings (workshops, SART) as needed and provide important information for parents regarding attendance laws. Information will be documented under either/ both the Counseling Tab or Attendance Tab in ATLAS portfolio.</i>		
SQII Element: Social- Emotional	SQII Sub-element(s): Chronic Absenteeism #5957- Appropriate Attendance Intervention	Site Growth Target:75%	Vendor (contracted services) Family Foundations Counseling Education and Leadership Foundation
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point: By June 2017, data will show a 25% decrease in the number of chronic absences and excessive excused absences. Parents will be involved in the planning and implementation of each individual attendance improvement plan. Quarterly benchmarks will show a steady improvement and students on the improvement list will be reward for turning the attendance behavior from negative to positive.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i>		Owner(s)	Timeline
1. SESS counselor will pull monthly reports up from ATLAS and collaborate with Tenaya attendance personnel.		1.SESS	1.Monthly
2. Home School Liaison will work with SESS counselor to conduct home visits and provide clerical/tracking of attendance support and phone calls as necessary.		2. HSL, SESS	2.On-going
3. Quarterly attendance data analysis by SESS, Attendance/ Registrar and administration.		3. SESS, A/R, Administration	3. Quarterly
4. Planning for intervention opportunities to meet student needs based on reasons for absences (phone calls, conferences, home visits, SESS counseling services, attendance workshops, SART, etc).		4. SESS	4.Weekly
5. Schoolwide attendance campaign to promote and reward improvement of goal, attendance chats through with RCA or PLUS teachers addressing yellow zone students.		5. Principal	5.On-going
6. Implementation of Intervention for each individual such as: daily attendance behavior report, weekly improvement recognition, quarterly recognition.		6. SESS, GLA, VP	6. Weekly
7. Assessment and Reflection of RtI effectiveness based on attendance data and ATLAS entry reports.		7. PLUS, Administration	7. Weekly

<p>8. “Terrific Tuesday” phone calls: positive reinforcement protocols documented in ATLAS.</p> <p>9. SESS counselor/ Attendance Registrar will work in conjunction with the district Student Attendance and Review Board when interventions to no prove effective to change behavior.</p> <p>10. Safety Resource Officer will provide mentorship, restorative practice and support to camps/retreats/field trips as needed.</p>	<p>8. Teachers</p> <p>9. SESS, A/R, RCA</p> <p>10.SRO, SESS</p>	<p>8. Weekly</p> <p>9.On-going</p> <p>10.On-going</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Attend meetings as designed by school personnel to help collaborate in building appropriate intervention supports.</i> • <i>Admin/Teacher. Parent Conf.: Attendance Support Plan</i> • <i>Problem Solving Team; SST; SESS meeting</i> • <i>Stay updated on student attendance and academic data through ATLAS and Edu Text</i> • <i>Attend A2A meetings as assigned</i> • <i>RCA meetings with targeted parents/ groups for support</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Social-Emotional Learning Competencies</i> • <i>Positive Behavior Supports- for attendance</i> • <i>Capturing Kids Hearts, Second-Step</i> • <i>Oleweus Anti-Bullying, Re-Engagement Center</i> • <i>Restorative Practices</i> • <i>Crisis Management</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>Women’s or Men’s Alliance courses to support social-emotional learning and develop self-awareness and help skills</i> • <i>On-site therapy with a clinical counselor provide students with Tier III support; case management, mental health supports, home visits</i> • <i>SESS individual or small group counseling to establish a connection of self-with others; case management, mental health supports, home visits</i> • <i>SSTs/ 504s/ IEPs as needed and appropriate (Tier II and III)</i> • <i>Oleweus Anti-Bully Meeting (weekly); Second-Step (through PE) weekly.</i> • <i>Appropriate materials to support instruction of social-emotional and academic demands; incentives and rewards to support student progress of goals</i> • <i>Parenting resources to support mental health and social-emotional needs of students</i> • <i>Travel, conference fees, or substitutes as needed for student success and progress in meeting goals</i> • <i>Supplemental Contracts for support as needed</i> 		

Specify additional targeted actions for EL students: Translator when appropriate

- Same behavioral interventions
- Translator when appropriate
- Peer (same language) course alignment when possible for support

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Title 1 Basic	Guidance & Counseling Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.4375			14,295
3	2	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Babysitting: parent meetings	351
3	2	Sup & Conc	Instruction	Materials & Supplies				To provide support/ incentives for students' social-emotional growth	3,500
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% REA counseling evaluation counseling contract	266
3	2	Title 1 Basic	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: Family Foundation Services	To provide Tier III intervention for students Social-Emotional supports	13,300
Total									\$31,712

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 4	Detail the action: Students who are not meeting the EIIS green zone threshold, will demonstrate improvement through a variety of intervention and incentive supports to improve academic achievement. Students who are not meeting High School Readiness criteria will be given Tier I and Tier II supports to help improve their HS readiness: 3.0 GPA or higher; Meets Standards on Interim Assessments; pass 1 or more A-G courses by the end of 8 th grade.		
<i>SQII Element: Academic Completion</i>	<i>SQII Sub-element(s): # 2524, 6339, 6415 High School Readiness</i>	<i>Site Growth Target: 80%</i>	<i>Vendor (contracted services) FunWorks</i>

		Write Tools	
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
<p>Write a SMART Goal to address each data point: By June 2017, 80% of students who are not currently meeting EIIS behavior and academic criteria will meet all criteria for (green zone) classification as indicated on ATLAS SESS and SQUII data reports. Furthermore, the number of students not meeting eligibility for High School Readiness based on A-G pass rate, interim assessment, GPA rank, etc will improve by 80% as measured on the SQUII Indicators. Literacy rates will improve by 20% as measured on the DPR assessments.</p> <p>Based on assessment data: Interim and SBAC, 60% of all students will improve performance levels in both ELA and MATH.</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</p> <ol style="list-style-type: none"> 1. Analysis of SQII indicators in conjunction with concrete student data: interim assessment, simple GPA, A-G progress grades will help to inform intervention needs for these students. 2. Uniform Grading Policy and practices will support system of coherent and consistent practices for all students. Grades updated weekly as possible. 3. Interim Assessment chats with Administrative Staff will help students recognize importance of day to day learning and best test practices. Goal setting for each interim and SBAC will entered in student planner. 4. Grade data chats with PLUS teachers will help students know and understand progress and needs for success. Goals will be written in student planner. 5. GATE, Laptop, and A-G teachers will reflect on student needs and plan for rigorous instruction along with differentiated instruction with the help of PLUS teachers. 6. On-going analysis of formative, summative and interim assessments and assignments will help guide instructional next steps. 7. Students will receive on-going Tier I guidance curriculum to support goals for high school preparation, A-G requirements, Career Cruising, Grade requirements, etc). 8. Implementation of Tier I and Tier II supports as needed for individual growth; Co-teach courses, PLUS intervention support, Study Skills support, etc. 9. Quarterly “Steps to Success” Grade data analysis by teacher will identify strengths and areas for growth. Data is compared during AC meeting to discuss and collaboratively provide support for outlier with high numbers of D/Fs. 10. Correlational analysis conducted between quarter grades and students within the EIIS tool (yellow and red zone students). 		<p>Owner(s)</p> <ol style="list-style-type: none"> 1.All instructional staff 2. Teachers 3. Academic Counselor, VP, GLA 4. Academic Counselor, PLUS 5. GATE/ LAPTOP Teachers 6. All instructional staff 7.Academic Counselor 8. ACs, PLUS, Administration 9. VP, Teachers 10.Academic Counselor 	<p>Timeline</p> <ol style="list-style-type: none"> 1.Quarterly 2. On-going 3. October and January 4. Quarterly 5. Quarterly AC (GATE/ Laptop meetings) 6.On-going 7.On-going (quarterly action) 8. Bi-Weekly (coincide with progress reports) 9. Weekly 10.Quaterly

<p>11. Daily classroom walk-throughs, observations and feedback using the IPG will lead to reflective and productive conversations and implementation of best practices.</p>	<p>11.Principal, VP, GLA</p>	<p>11.Daily</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Check ATLAS and Edu Text data frequently • Attend necessary collaboration meeting to create an intervention plan for child 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • A-G professional development to understand cognitive demand and success criteria for these course • Instructional technology (tablets; projectors, doc cameras, etc); various materials and supplies for activities, instruction and assessments; • iPL; PLUS-Dept. AC Cycles of Continuous Improvement • Focus on Complex Text, Talk and Task; Common Formative Assessment; Critical thinking and inquiry skills • Using Illuminate and SBAC release questions to help frame build lessons which focus on what students are to know and be able to do; other as available: Formative Assessments • Attend conferences to support: GATE instruction; Instructional Technology; CCSS pedagogy; Writing and others as appropriate 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Differentiated instruction with emphasis on intervention and enrichment support • 8th gr. Students provided college visits throughout the year • Students receive: A-G instruction, 5-6 year plan creation, Transition Day (6th to 7th Fall; 8th to 9th Spring), Career Cruising; College/ Career research project (7th-college; 8th –career) • GATE and Laptop Course taught at a deeper level of rigor/ complexity to prepare students for AP course alignment • Differentiate instruction with emphasis on intervention and enrichment support • Variety of elective options to help students find connection to a love of learning and doing which can help them in college and career pursuits and enhance literacy development with real world application (PLTW, Spanish 1 and 2, Drama, Media and Technology, Leadership, Music, Speech Communication) • Variety of high Lexile Level, complex CORE novels, articles, excerpts to support use of complex, text and talk interactive strategies • Go Math curriculum with supplemental complex real world problems: should promote student discourse and articulation of conceptual understanding and application of grade level skills (7th gr. Accelerated, 8th gr. Accelerated: Algebra I as students meet entrance criteria and successfully complete) • Instructional technology (tablets; projectors, doc cameras, etc); various materials and supplies for activities, assessments and daily instruction. • Travel, Conference fees, Substitute funds or Supplemental Contracts as needed 		

- Write Tools strategies (Regional work) to provide students with skills to write with purpose and articulate understanding well as a PK-12 system
 - Go Math curriculum with supplemental complex real world problems: should promote student discourse and articulation of conceptual understanding and application of grade level skills
 - Instructional technology (tablets; projectors, doc cameras, etc); various materials and supplies for activities, instruction and assessments; promote digital literacy and 21st century learning skills
- Specify additional targeted actions for EL students:
- EL students are partnered with an English speaking (like language) in order to better access instruction, activities and collaboration
 - Teachers provide appropriate level of scaffold, through TPR, other SDAIE or language acquisition strategies as necessary

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 5	Detail the action: Students at Tenaya Middle School will be given a variety of opportunities and are encouraged to engage and feel a connection to school and community through a wide array of GOAL 2 engagements. Incentives will be provided as applicable to students and staff for participating in such engagements. Use of clubs and electives coursework such as music, drama, speech communication, PLTW provide opportunities for further participation in and learning opportunities through performance and competition (such as but not limited to: forensic, debate, music festivals, honors band/choir, etc.)		
SQII Element: Student Engagement #2080	SQII Sub-element(s): Overall Student Participation	Site Growth Target: +15% = 80%	Vendor (contracted services) FunWorks
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: By June 2017, 85% of students at Tenaya will be documented as involved in one or more Goal 2 engagements: Arts, Athletics and Activities. This includes all VAPA, Sports Teams and Clubs, etc. held on campus.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model:		Owner(s)	Timeline
1. Analysis of Goal 2 Engagement entries in ATLAS including but not limited to: Athletics, VAPA, Tournament of Tech, Math-O-Rama, Clubs, Campus Culture, etc.		1. Athletic Director, Campus Culture Director, Club Advisors	1. On-going
2. Plan for weekly student body activities at lunch time and afterschool, student store, intramural sports, etc.		2. Campus Culture Director	2. Monthly
3. Planning for GOAL 2 type offerings on campus: Quarterly, Semester or year-long.		3. AD, CC Directors	3. On-going
		4. CC Director, Administration	4. Quarterly

<ol style="list-style-type: none"> 4. Students will be given awards for academic, attendance, and behavioral achievements including: Braves of Distinction Luncheon, 1 or More Luncheon for GPA improvement, Honor, Merit, Principal’s Award, Perfect Attendance, etc. 5. Implementation incentive program for participation in Goal 2 engagements 6. WEB (Where Everyone Belongs) roster: student leaders assigned to students, engage with them, check-in with them to provide student-to-student connectedness of each entering 7th grade student. Semester connected surveys given to 7th grade students to measure effectiveness. 7. Monthly Campus Culture/ Leadership/Admin meetings to help build system for student engagement and culture of connectedness: spirit days, college days, theme days, student store, competitions, etc. 8. Reflection of criteria to participate in engagement activities: Grade, Behavior, attendance eligibility (tie into incentives with Actions 2 and 3). 9. Student eligibility reports will also be reviewed quarterly to assure students are maintaining academic and behavioral requirements (2.0 GPA and No suspensions). 10. D and F reports will be monitored based on teacher gradebook entries. 11. Website, marquee, weekly school messengers will promote weekly student events for students to engage in. 	<ol style="list-style-type: none"> 5. Administration 6. WEB Directors 7. CC Director/ Administration 8. AD, CC Director, VP 9. VP 10. Academic Counselor, Principal 11. Principal 	<ol style="list-style-type: none"> 5. On-going 6. On-going 7. Monthly 8. Quarterly 9. Quarterly 10. Bi-Weekly 11. Weekly
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Provide schedule opportunities to allow students to participate: on campus activities, coffee hours, community events, etc. • Provide timely transportation plan for afterschool engagements when students do not take late bus • Provide academic, attendance and behavioral support to help encourage students to meet eligibility to participate in any Goal 2 engagement as desired 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Leading effective Clubs • Growth Mind-set • Student Perception of School Connectedness (Safe and Civil, etc.) 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Transportation for field trips/ conferences, etc • Incentives, rewards for participation based on engagement data • WEB students will connect with 7th grade students and provide peer support • Entrance, conference fees, etc. • Materials, supplies or equipment needed to conduct engagement 		

- *Substitutes or supplemental contracts as needed*

Specify additional targeted actions for EL students:

- *Translator or peer support as needed*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	Sup & Conc	Instruction	Materials & Supplies				To provide support for students Goal 2 engagements and connectedness to school.	8,665
5	3	EL	Parent Participation	Materials & Supplies				To support EL student-school connectedness through parent support	200
5	3	Sup & Conc	Parent Participation	Materials & Supplies				To support student-school connectedness through parent participation	1,000
Total									\$9,865

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Tenaya - 0445

ON-SITE ALLOCATION

3010	Title I	\$29,262
7090	LCFF Supplemental & Concentration	\$99,441
7091	LCFF for English Learners	\$14,859
TOTAL 2016/17 ON-SITE ALLOCATION		\$143,562

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$866
Remaining Title I funds are at the discretion of the School Site Council	\$28,396
Total Title I Allocation	\$29,262

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

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0445 Tenaya Middle School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Tutorial	1,316.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Support for Academic and Social-Emotional growth of students	3,024.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts for strategic planning and student support	18,186.00
1	1	Sup & Conc	Instruction	Mat & Supp			To support student academic courses through materials, supplies, and individual performance needs.	23,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	13,300.00
1	1	Sup & Conc	Instruction	Nc-Equipment			To provide technical resources for students to access digital literacy instruction and assessments	8,500.00
1	1	EL	Instruction	Teacher-Subs			Substitutes to support EL academic and social-emotional growth	503.00
1	1	EL	Instruction	Teacher-Supp			EL support: tutorial opportunities	2,019.00
1	1	EL	Instruction	Mat & Supp			To support EL student achievement	3,837.00
1	1	EL	Instruction	Nc-Equipment			To provide technology resources for EL students	5,800.00
1	1	EL	Instruction	Travel			Conference fees to support EL literacy development	1,000.00
1	1	EL	Instruction	Direct Trans			Field trip for EL students	500.00
1	1	EL	Instruction	Direct-Other			Assessment of ELs	1,000.00
2	2	Sup & Conc	Instruction	Travel			: To provide professional development opportunities for certificated and classified staff members supporting the Social-Emotional needs of students	2,500.00
2	2	Sup & Conc	Instruction	Cons Svc/Oth			Education and Leadership Foundation : To provide support through Men's and Women's Alliance Courses	17,500.00
3	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting: parent meetings	351.00
3	2	Title 1 Basic	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.438		14,295.00
3	2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Counseling: Family Foundation Services : To provide Tier III intervention for students Social-Emotional supports	13,300.00
3	2	Sup & Conc	Instruction	Mat & Supp			: To provide support/ incentives for students' social-emotional growth	3,500.00
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: 2% REA counseling evaluation counseling contract	266.00
5	3	Sup & Conc	Instruction	Mat & Supp			: To provide support for students Goal 2 engagements and connectedness to school.	8,665.00
5	3	Sup & Conc	Parent Participation	Mat & Supp			To support student-school connectedness through parent participation	1,000.00
5	3	EL	Parent Participation	Mat & Supp			To support EL student-school connectedness through parent support	200.00

\$143,562.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$29,262.00
Sup & Conc	7090	\$99,441.00
EL	7091	\$14,859.00
Grand Total		\$143,562.00

Domain Totals	Budget Totals
Academic	\$81,985.00
Culture & Climate	\$9,865.00
Social/Emotional	\$51,712.00
Grand Total	\$143,562.00

E.1. Assurances

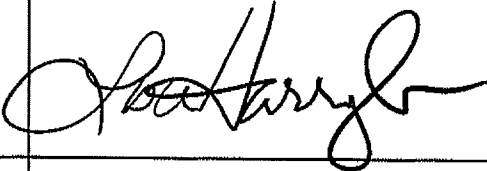

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 received information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.</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 students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.</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 for annual approval by the Board of Education.</p>

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Lisa Harrington	X				
2. Chairperson - Colleen Raterman		X			
3. Recorder- Nichole Walsh				X	
4. Rebecca Shepard				X	
5. Brandy Vollhardt				X	
6. McKenna Foss					X
7. Marie Cercone					X
8. Sarah Lanfranco		X			
9. Mandy Foss		X			
10. Marie Meyer		X			
11. Sandra Maresca			X		
12. (recent vacancy)					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

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

E.3. Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Lisa Harrington		4/4/16
SSC Chairperson	Colleen Raterman		4-4-16

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