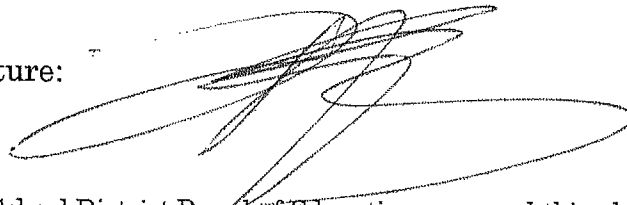


Terronez Middle

10621666112882

Principal's Name: Zerina Hargrove Brown

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Zerina Hargrove Brown', written over a faint, illegible background.

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

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

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

Consolidated Program Assurances


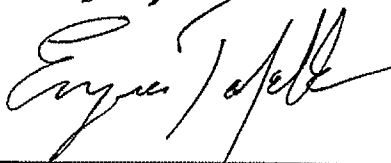
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Zerina Hargrove Brown	X				
2. Chairperson - Enrique Tafolla		X			
3. Shelley Sorensen		X			
4. Tricia Hill		X			
5. George Franco				X	
6. Chris Mack					X
7. Leslie Chang					X
8. Panya Thao					X
9.					
10.					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Zerina Hargrove Brown		3/15/17
SSC Chairperson	Enrique Tafolla		3-15-17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Terronez - 0423

ON-SITE ALLOCATION

3010	Title I	\$40,196 *
7090	LCFF Supplemental & Concentration	\$132,640
7091	LCFF for English Learners	\$45,720
TOTAL 2017/18 ON-SITE ALLOCATION		\$218,556

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$936
Remaining Title I funds are at the discretion of the School Site Council	\$39,260
Total Title I Allocation	\$40,196

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	6/17	N/A ³	18.74%	28.64%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	13/17	N/A ³	7.10%	8.56%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	8/17	0.00% ⁴	54.88%	63.07%	51.95%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	9/17	N/A ⁷	N/A ⁷	19.34%	23.20%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A ^{8*}	N/A ⁸	N/A ⁸	0.00%	12.60%	•LCAP Dashboard - 4PupilAchievement

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English	3/16	10.15%	27.15%	32.48%	5.43%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL

								Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
		Learner students redesignated (current progress).						
		Annual Measurable Achievement						
		Objective 2:						
<input type="checkbox"/>	863	Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	9/17*	18.52%	24.00%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	8/16	48.59%	59.09%	54.43%	57.02%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	10/17	94.09%	94.35%	94.39%	95.42%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	12/17	16.90%	15.19%	17.42%	12.46%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	9/17	N/A ¹⁰	N/A ¹⁰	49.20%	30.68%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	10/17	17.45%	2.17%	8.47%	3.04%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	10/17	16.20%	16.74%	23.65%	13.89%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	8/17	0.55%	0.62%	0.58%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	1299	Number and percentage of 7th-8th grade students who dropped out	7/17	0.00%	0.16%	1.02%	0.14%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	8/17	75.35%	87.91%	82.77%	96.96%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture -

<input type="checkbox"/>	7137	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	9/17	N/A ¹³	N/A ¹³	58.84%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7136	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	5/17	N/A ¹³	N/A ¹³	72.95%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7139	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	7/17	N/A ¹³	N/A ¹³	58.78%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Terronez Middle 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	28.64	37	Other - Please specify within action
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	23.04	30	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

ELALiteracy: In alignment with our site and regional goal to increase and accelerate student learning, teachers will implement the guaranteed and viable curriculum with fidelity and employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension. Teachers will incorporate routines and practices that ensure students are responsible for doing the thinking in the classroom. As a component of our culture of connectedness and collaboration, teachers will continue to participate in professional learning to include, Accountable Communities and district IPLs that emphasize research-based structures. ACs will use common assessments and data to plan instruction to meet the diverse learning needs of all students. This structure will promote an 8% increase or higher of students meeting or exceeding standards for the 2017-18 school year as measured by SBAC.

SMART Goals

By May of 2018, 37% of all students will meet or exceed standards as measured by the SBAC.

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

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

Literacy Diagnostic Assessments –

Owner(s):

ELAAC and Academic Counselor

Timeline:

Administer in May to incoming students

- Administer to incoming 7th and 8th grade students.
- Analyze to identify specific gaps to inform strategies and instructional practices

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

District Common Assessments –

- Number of students meeting or exceeding standards on District Common Assessment #1 and #2 will increase by 6.8% or more (SQII #6256)
- ILT will identify the most disproportionate student groups and set targets using the 10% of Desired Need Growth Target for each DCA

Owner(s):

VP and ELAAC

Timeline:

Administer according to District Assessment Calendar

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

School-wide Common Formative Assessments–

- AC teams will administer a minimum of 2 CFAs per unit of study. Assessments will address the literacy skills/standards of focus in the AC Essential Learning Matrix.
- AC teams will analyze assessment data and ILT leads will report monthly to ILT to determine trends and needs to: inform instruction, plan for academic intervention and acceleration, and archive effective best practices and strategies for student learning
- ILT lead will collect and analyze PAC team artifacts with Regional ILT

Owner(s):

ELAAC ILT

Timeline:

Two per Unit of Study

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

Walkthrough Data –

- Collect different information for the purpose of monitoring and analyzing the:
 - Evidence of tenets of the Instructional Practice Guide
 - Focus skills/standards of quarterly school inter-disciplinary literacy map
 - Classroom Foundations FUSD Classroom Foundations
 - Effectiveness of AC collaboration and decision making
 - Instruction in relation to essential standards (those determined by AC on Essential Learning Matrix)
- IPG data will demonstrate an increase of 10% of Desired Needs Target per quarter in Tenets 1, 2A, 2B, 2C and 3 of the Instructional Practice Guide for Literacy from Quarter 1 baseline data. Principal will review with Region leaders at SARC meetings.

Owner(s):

Admin & ILT

Timeline:

Daily and reported weekly

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

Supervision and Evaluation Practices

- Analyze walkthrough data to determine trends and patterns to address instructional practices
- Calibrate how team collects information and provides feedback
- Utilize iAchieve for feedback
- Provide feedback according to communication plan
- Follow all formal evaluation procedures and timelines as delineated in our CBA

Owner(s):

Admin & ILT

Timeline:

Daily and reported weekly

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

ACs apply the practices outlined in Learning By Doing

- AC teams in the Sunnyside Region will increase by at least one indicator on the Professional Learning Communities at Work Continuum: Learning as Our Fundamental Purpose (Learning by Doing, 2nd Edition; Part 1 - page 82 and 83; Part 2 - page 106
 - PAC GOAL #1: AC will identify high-leverage grade-level essential standards for the year, sorted by quarters, by September 1 and December 1, 2017 as measured by PAC team artifacts.
 - PAC GOAL #2: AC will engage in a backwards mapping process and identify Learning Targets for each identified essential standard by using the district tools (scope and sequence, pacing guide, CFA assessment guide) in order to target mastery of the essential standards, as measured by PAC team artifacts.
 - PAC GOAL #3: AC will identify/create CFAs for essential standards and learning targets being addressed during current quarter and monitor student progress towards mastery of identified standards, as measured by PAC team artifacts
- Analyze data, reevaluate data, and determine teachers' needs and student supports
- Refine AC goals as determined by data
- Agendas and minutes uphold FUSD AC Foundations and reflect student learning as the focus
- Administrators support different content area teams and give AC and Lead Teacher feedback
- AC planning time will be made available in summer and during the year for teachers to develop and/or refine lessons and assessments focused on essential standards.

Owner(s):

AC & ILT

Timeline:

Weekly and additional time as needed

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

Ongoing Communication through multiple venues

- Parent Center
- Annual Title I Meeting
- Quarterly SSC and ELAC meetings to disseminate data and gather input
- Bi-Annual Community Events to include SNRO sponsored Block Party
- Bi-Annual Student Agendas
- Beginning of the year Orientation
- Back-To-School Night and Open House
- Course syllabi provided at the beginning of the year
- Monthly Newsletter
- Weekly School Messenger
- Monthly Coffee Chats
- Monthly VIP group
- Quarterly workshops
- School Web-site
- School wide Communication Plan

Describe Related Professional Learning:

- District iPL
- Conference: California League of Middle Schools and/or California Reading Association
- Leadership conferences: PLC and AVID
- Implementation of lesson design
- Calibration of tenants contained in the Instructional Practice Guide
- Blended learning for utilizing technology for individualized instruction
- Integrate ELD standards
- Application of practices outlined in Learning By Doing
- Academic Response to Intervention
- Data-driven decision making

Parents are informed of their child's progress by but not limited to:

- Bi-Monthly progress reports sent home with students
- Quarterly report cards mailed home
- Edu-text
- ATLAS parent portal

- Parent-teacher conferences held each semester. Assessment results will be shared and goals will be set with parents

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Springboard curriculum
- PLUS Teacher-Support
- Academic Counseling
- Substitute teacher coverage for co-teachers to attend iPL
- Students track assessment data, set goals, and reflect during Advisory periods (contained within personal agenda planner)
- After-school and lunch tutorials
- Comprehensive Response to Intervention program to provide universal supports to all students within the school day
- All students will engage in a range of structured learning, including but not limited to: *collaborative learning, small group instruction, inquiry between and among disciplines, interdisciplinary units, real world applications, and gradual release models of instruction*
- All students will receive instruction using school-wide common strategies:
 - *Cloze reading*
 - *Annotating text*
 - *Text Dependent Questions*
 - *Cornell Notes*
 - *Seminars: Paidea, Socratic, and others*
 - *Students form questions to address range of DoK*

Supplies to include but not limited to:

- *Technology*: tablets, headphones, document cameras, printers, LCD projectors, speakers, licenses for databases and software to use for blended learning
- *Supplemental resources*: reading library for independent reading
- *Supplies*: paper, pencils, markers, whiteboards, poster paper, notebooks, and composition books
- *Field Trips*
- *Celebrations*

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Integrate ELD standards in daily lessons
- Reading, writing, speaking, and listening in every lesson
- Collaborative and Productive Groups
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- Develop and implement school-wide EL SMART goal and response plan
- Home-School Liaison
- Public translating services
- PLUS Teacher-Support

Terronez Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher substitutes coverage (for actions 1-7)	\$ 4,877.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for planning/RTI (for Actions 1-7)	\$ 11,842.00
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for summer/winter planning and tutorials (for actions 1-7)	\$ 5,842.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies (for Actions 1-7)	\$ 32,027.00
1	1	Sup & Conc	Instruction	Copier Maintenance				Equipment maintenance (for Actions 1-7)	\$ 2,500.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Teacher/student technology and equipment (for Actions 1-7)	\$ 7,000.00
1	1	Sup & Conc	Instruction	Travel				Teacher/admin conference (for Actions 1-7)	\$ 10,000.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics (for Actions 1-7)	\$ 10,000.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies (for Actions 1-7)	\$ 8,354.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Student incentives (for Actions 1-7)	\$ 5,000.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies (for Actions 1-7)	\$ 6,000.00
1	1	Sup & Conc	Instruction	Direct-Food Services (Cr)				Direct food services (for Actions 1-7)	\$ 2,000.00
								Total	\$ 105,442.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	8.56	17	Other - Please specify within action
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	12.6	20	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

MATH: In alignment with our site and regional goal to increase and accelerate student achievement, teachers will implement the guaranteed and viable curriculum with fidelity and employ instructional practices that allow all students to learn the content. Teachers will ensure students are responsible for doing the thinking in the classroom through the mathematical practices with embedded focus, coherence, and rigor, and readily access instructional resources. As a component of our culture of connectedness and collaboration teachers will continue to participate in professional learning, Accountable Communities, and district IPLs that emphasize the “5E” instructional model and research-based strategies/structures that will narrow the student’s focus for deeper understanding. ACs will use common assessments and data to plan instruction to meet the diverse learning needs of all students. This structure will promote an 8% increase or higher of students meeting or exceeding standards for the 2017-18 school year as measured by SBAC.

SMART Goals

By May of 2018, 17% of all students will meet or exceed standards as measured by the SBAC.

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

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

Math Diagnostic Assessment –

- Administer to incoming 6th grade and end of 7th to determine every student’s level of pre-requisite skills.
- Analyze to identify specific gaps and ensure appropriate student placement in math courses.

Owner(s):

Academic Counselor and Math AC

Timeline:

Administer in May to:

- incoming 7th grade students
- current 7th grade students

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

District Common Assessments –

- Number of students meeting or exceeding standards on District Common Assessment #1 and #2 will increase by 7.4% or more (SQI #6258)
- ILT will identify the most disproportionate student groups and set targets using the 10% of Desired Need Growth Target for each DCA

Owner(s):

VP and Math AC

Timeline:

Administer according to District Assessment Calendar

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

School-wide Common Formative Assessments–

- AC teams will administer biweekly assessments using GoMath! assessment materials, Illuminate, or SBAC practice tests.
- Assessment of essential standards will be identified for each instructional unit in GoMath!
- AC teams will analyze assessment data and ILT leads will report monthly to ILT to determine trends and needs to: inform instruction, plan for academic intervention and acceleration, and archive effective best practices and strategies for student learning
- ILT lead will collect and analyze PAC team artifacts with Regional ILT

Owner(s):

Math AC & ILT

Timeline:

Bi-weekly

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

Walkthrough Data –

- Collect different information for the purpose of monitoring and analyzing the:
 - Implementation of lesson design as applied by 5 Es
 - Evidence of tenets of the Instructional Practice Guide
 - 8 Mathematical Practices
 - FUSD Classroom Foundations
 - Effectiveness of AC collaboration and decision making
 - Instruction in relation to essential standards (those determined by AC on Essential Learning Matrix)
- IPG data will demonstrate an increase of 10% of Desired Needs Target per quarter in Tenets 1, 2A, 2B, 2C and 3 of the Instructional Practice Guide for Math from Quarter 1 baseline data. Principal will review with Region leaders at SARC meetings.

Owner(s):

Admin & ILT

Timeline:

Daily and reported weekly

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

Supervision and Evaluation Practices

- Analyze walkthrough data to determine trends and patterns to address instructional practices
- Calibrate how team collects information and provides feedback
- Utilize iAchieve for feedback
- Provide feedback according to communication plan
- Follow all formal evaluation procedures and timelines as delineated in our CBA

Owner(s):

Admin

Timeline:

Daily and reported weekly

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

ACs apply the practices outlined in Learning By Doing

- AC teams in the Sunnyside Region will increase by at least one indicator on the Professional Learning Communities at Work Continuum: Learning as Our Fundamental Purpose (Learning by Doing, 2nd Edition; Part 1 - page 82 and 83; Part 2 - page 106
 - PAC GOAL #1: AC will identify high-leverage grade-level essential standards for the year, sorted by quarters, by September 1 and December 1, 2017 as measured by PAC team artifacts.
 - PAC GOAL #2: AC will engage in a backwards mapping process and identify Learning Targets for each identified essential standard by using the district tools (scope and sequence, pacing guide, CFA assessment guide) in order to target mastery of the essential standards, as measured by PAC team artifacts.
 - PAC GOAL #3: AC will identify/create CFAs for essential standards and learning targets being addressed during current quarter and monitor student progress towards mastery of identified standards, as measured by PAC team artifacts
- Analyze data, reevaluate data, and determine teachers' needs and student supports
- Refine AC goals as determined by data
- Agendas and minutes uphold FUSD AC Foundations and reflect student learning as the focus
- Administrators support different content area teams and give AC and Lead Teacher feedback
- AC planning time will be made available in summer and during the year for teachers to develop and/or refine lessons and assessments focused on essential standards.

Owner(s):

ILT

Timeline:

Weekly and additional time as needed

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

Ongoing Communication through multiple venues

- Parent Center
- Annual Title I Meeting
- Quarterly SSC and ELAC meetings to disseminate data and gather input
- Bi-Annual Community Events to include SNRO sponsored Block Party
- Bi-Annual Student Agendas
- Beginning of the year Orientation
- Course syllabi provided at the beginning of the year
- Monthly Newsletter
- Weekly School Messenger
- Monthly Coffee Chats
- Monthly VIP group
- Quarterly workshops
- School Web-site
- School wide Communication Plan

Parents are informed of their child's progress by but not limited to:

- Bi-Monthly progress reports sent home with students
- Quarterly report cards mailed home
- Edu-text
- ATLAS parent portal
- Parent-teacher conferences held each semester. Assessment results will be shared and goals will be set with parents

Describe Related Professional Learning:

- District iPL
- Leadership conferences: PLC and AVID
- Annual Conference: California Mathematics Council
- Implementation of lesson design as applied by 5 Es
- Calibration of tenants contained in the Instructional Practice Guide
- Utilize Coherence Map, Progressions Document and 8 Mathematical Practices in planning
- Blended learning for utilizing technology for individualized instruction
- Integrate ELD standards
- Application of practices outlined in Learning By Doing
- Academic Response to Intervention
- Data-driven decision making

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Go Math curriculum
- Academic Counseling
- Substitute teacher coverage for co-teachers to attend iPL
- After-school and lunch tutorials
- Comprehensive Response to Intervention program to provide universal supports to all students within the school day
- Students track assessment data, set goals, and reflect during Advisory periods (contained within personal agenda planner)
- PLUS Teacher-Support

Supplies to include but not limited to:

- *Technology:* tablets, headphones, document cameras, printers, LCD projectors, speakers, licenses for databases and software to use for blended learning
- *Supplemental resources:* math manipulatives
- *Supplies:* paper, pencils, markers, whiteboards, poster paper, notebooks, composition books, graph paper, and calculators
- *Field Trips*
- *Celebrations*

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Integrate ELD standards in daily lessons
- Collaborative and Productive Groups
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- Develop and implement school-wide EL SMART goal and response plan
- Home-School Liaison
- Public translating services
- PLUS Teacher-Support

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	52	45	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

D/F: In alignment with our site goal to increase and accelerate student achievement, staff will promote all students to perform to their highest potential academically and behaviorally through multiple structures. Students' academic progress will be monitored through Early Identification and Intervention System tool (EIS). Staff will be provided strategies through professional learning on how to work with high risk students and ways to identify student's triggers to promote a more positive working relationship within the classroom in efforts to decrease the amount of students categorized as high risk in the red and purple zone of EIS.

SMART Goals

By June 2018, 45% or less of students will have a D or F on their end of year report card.

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

Details: Explain the data which will specially monitor progress toward each indicator target Create and maintain academic counseling responsive services	Owner(s): Academic Counselor & GLA	Timeline: On-going
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- New student enrollment and intake
- Quarterly D/F Academic Chats
- Academic Support Plan
- Parent meetings
 - Student/Teacher/Conferences
 - Referrals to 504 and or SST Team
- EIS Referrals (SQII Academic Counselor Indicators-4452;4453;4454;4698;6293;6294;6295)
- University Visits
- Student rewards and incentives
- High School articulation
- Elementary articulation

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

Academic Support Services

- AVD
- Tutorials
- After School Program
- Bi-monthly grade checks and goal setting
- Bi-Monthly progress reports sent home with students

Owner(s):

Academic Counselor

Timeline:

On-going

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

Ongoing Communication through multiple venues

- Parent Center
- Annual Title I Meeting
- Quarterly SSC and ELAC meetings to disseminate data and gather input
- Bi-Annual Community Events
- Student Agendas
- Beginning of the year Orientation
- Back-To-School Night and Open House
- Course syllabi provided at the beginning of the year
- Monthly Newsletter
- Weekly School Messenger
- Monthly Coffee Chats
- Monthly VIP group
- Quarterly workshops
- School Web-site
- School wide Communication Plan

Parents are informed of their child's progress by but not limited to:

- Bi-Monthly progress reports sent home with students
- Quarterly report cards mailed home
- Edu-text
- ATLAS parent portal
- Parent-teacher conferences held each semester. Assessment results will be shared and goals will be set with parent.

Describe Related Professional Learning:

- Grading Practices: All AC's will receive instruction on common grading practices
- Advisory Protocols: Teachers will review methods for SMART goal setting for students
- Conferences: PLC, AVD, ASCD and/or WestED

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- All students identified in the yellow and red zone, will receive academic support through group and or individual academic counseling
- All students will receive bi-monthly progress report monitoring and goal setting during Advisory class
- All students will have the opportunity to attend after school tutorial through our ASP and extra pay contracts

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Integrate ELD standards in daily lessons
- Collaborative and Productive Groups
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary

- All students will have the opportunity to participate in Career Day
- All students will participate in a simulation of credit based requirements for high school
- Quarterly Rallies focused on College and Career Readiness
- Students with qualifying grades will participate in awards assembly
- Career/Counseling Center
- Test in native language when such accommodation is available
- Develop and implement school-wide EL SMART goal and response plan
- Home-School Liaison
- Public translating services

Supplies to include but not limited to:

- *Technology*: tablets, headphones, document cameras, printers, LCD projectors, speakers, licenses for databases and software to use for blended learning
- *Supplemental resources*: reading library for independent reading
- *Supplies*: paper, pencils, markers, whiteboards, poster paper, notebooks, and composition books
- *Field Trips*
- *Celebrations*

Terronez Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
3	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Teacher/student technology (for Actions 1-7)	\$	15,000.00	
									Total	\$	15,000.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	32.5	44	Other - Please specify within action

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

ELD: In alignment with our site and regional goal to increase and accelerate student achievement, the Instructional Leadership Team will develop a cross-discipline literacy plan to promote instruction of literacy and ELD in all content areas. All teachers will incorporate essential learnings and use common assessments and data to improve instruction for English Learners. Teachers will appropriately incorporate use of technology into instruction, attend to students' abilities to think critically and use their creativity, and ensure that all students can communicate and collaborate valuing multiple perspectives, languages, and world views. The cross-discipline literacy plan will promote skills and knowledge necessary for English Learner to progress in all academic subjects, improve in all three modes of communication (collaborative, productive, and interpreter), and strengthen accuracy of production and meta-linguistic awareness.

SMART Goals

By June 2018, 44% of EL students will be re-designated as measured by the ELPAC and District measures.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
<p>ELs have full access to grade level state standards for ELA/Literacy and other content areas</p> <ul style="list-style-type: none"> • Collaboratively develop and refine school cross-disciplinary literacy map (every discipline focuses on same quarterly ELD standards – site focused plan) • AC teams will administer common formative assessments that address the literacy skills/standards of focus in the school cross-disciplinary literacy map. • AC teams will analyze assessment data and ILT leads will report monthly to determine trends and needs to: inform instruction, plan for academic intervention and acceleration, and archive effective best practices and strategies for student learning • IPG data • ILT planning time will be made available in summer and during the year for lead teachers to develop cross-disciplinary literacy map and common formative assessments focused on essential skills contained in literacy map. 	<p>ILT & PLUS</p>	<p>Quarterly</p>

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

Students use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive) and apply language using various linguistic resources)

- Develop and implement school-wide EL SMART goals and response plan
- ELs will progress through the ELD continuum as measured by EL monitoring tool, and R-FEP
 1. ELPAC chats
 2. LTEL indicator
- Integrated ELD standards across disciplines as evidenced in lesson plans and classroom walkthrough data
- Instructional Practice Guide (IPG)

Owner(s):

EL Site Rep, Admin, and ILT lead teachers

Timeline:

Quarterly

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

ACs apply the practices outlined in Learning By Doing

- All AC teams in the Sunnyside Region will increase by at least one indicator on the Professional Learning Communities at Work Continuum: Learning as Our Fundamental Purpose (Learning by Doing, 2nd Edition; Part 1 - page 82 and 83; Part 2 - page 106
 1. PAC GOAL #1: ACs will identify high-leverage grade-level essential standards for the year, sorted by quarters, by September 1 and December 1, 2017 as measured by PAC team artifacts.
 2. PAC GOAL #2: ACs will engage in a backwards mapping process and identify Learning Targets for each identified essential standard by using the district tools (scope and sequence, pacing guide, CFA assessment guide) in order to target mastery of the essential standards, as measured by PAC team artifacts.
 3. PAC GOAL #3: ACs will identify/create CFAs for essential standards and learning targets being addressed during current quarter and monitor student progress towards mastery of identified standards, as measured by PAC team artifacts
- Analyze data, reevaluate data, and determine teachers' needs and student supports
- Refine AC goals as determined by data
- Agendas and minutes uphold FUSD AC Foundations and reflect student learning as the focus
- Administrators support different content area teams and give AC and Lead Teacher feedback
- AC planning time will be made available in summer and during the year for teachers to develop and/or refine lessons and assessments focused on essential standards.

Owner(s):

ACs and ILT

Timeline:

On-going

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

Walkthrough Data –

- Collect different information for the purpose of monitoring and analyzing the:
 - Evidence of tenets of the Instructional Practice Guide
 - Focus skills/standards of quarterly school inter-disciplinary literacy map
 - Classroom Foundations
 - FUSD Classroom Foundations
 - Effectiveness of AC collaboration and decision making
 - Instruction in relation to essential standards (those determined by AC on Essential Learning Matrix)
- IPG data will demonstrate an increase of 10% of Desired Needs Target per quarter in Tenets 1, 2A, 2B, 2C and 3 of the Instructional Practice Guide for Literacy across disciplines from Quarter 1 baseline data. Principal will review with Region leaders at SARC meetings.

Owner(s):

Admin & ILT

Timeline:

On-going

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

Ongoing Communication through multiple venues

- Parent Center
- Annual Title I Meeting
- Quarterly SSC and ELAC meetings to disseminate data and gather input
- Bi-Annual Community Events to include SNRO sponsored Block Party
- Bi-Annual Student Agendas
- Beginning of the year Orientation
- Back-To-School Night and Open House
- Course syllabi provided at the beginning of the year
- Monthly Newsletter
- Weekly School Messenger
- Monthly Coffee Chats
- Monthly VIP group
- Quarterly workshops
- School Web-site
- Re-designation Celebrations
- School wide Communication Plan

Parents are informed of their child's progress by but not limited to:

- ELPAC scores will be provided to all parents with an explanation of its meaning
- Parent-teacher conferences held each semester to discuss academic progress regarding ELLs
- Parent and student recognition
- Bi-Monthly progress reports sent home with students
- Quarterly report cards mailed home
- Edu-text
- ATLAS parent portal

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- EL students will participate in ELPAC seminars
- EL students will receive differentiated instruction to address their levels of proficiency according to the language continuum
- Voluntary Saturday workshops aimed at building college, career, and civic life capacities
- Focus students who meet specific criteria will be assigned a PLUS teacher and participate in one on one chats as it relates to ELPAC; ELDA; DRP; Grades (5:1)
- 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
- Core content Teachers will create and administer lessons which address enduring literacy skills across all content areas. Students will be placed homogeneously to allow for appropriate interventions including EL strategies, and accelerations of groups of students.
- Emerging level ELs scheduled in ELD course

Describe Related Professional Learning:

- Conferences: PLC, AMD, ASCD and/or WestED
- The key themes of ELA/Literacy and ELD instruction presented in the framework—meaning making, language development, effective expression, and content knowledge
- Teachers will analyze the ELD standards and to revisit our school-wide ELD standards focus areas to develop best teaching practices for implementing ELD standards
- Refine school-wide interdisciplinary literacy map (ILT chooses focus standards and leads quarterly PL to develop strategies and assessment items)

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Integrate ELD standards in daily lessons
- Collaborative and Productive Groups
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- Develop and implement school-wide EL SMART goal and response plan
- Home-School Liaison
- Teaching Fellows
- Public translating services
- PLUS Teacher-Support

- Use of GVC Materials for all Content Areas
- PLUS Teacher-Support

Supplies to include but not limited to:

- *Technology*: tablets, headphones, document cameras, printers, LCD projectors, speakers, licenses for databases and software to use for blended learning
- *Supplemental resources*: reading library for independent reading
- *Supplies*: paper, pencils, markers, whiteboards, poster paper, notebooks, and composition books
- *Field Trips*
- *Celebrations*

Terronez Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.0100			\$ 615.00
4	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.7400			\$ 45,504.00
4	2	Sup & Conc	Parent Participation	Materials & Supplies				Parent involvement (for Actions 1-7)	\$ 3,000.00
Total									\$ 49,119.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
843 - Out of school suspension rate	24	10	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

RTI: In alignment with our site goal to ensure a safe and welcoming environment and maintain a culture of connectedness and collaboration, we will improve our Restorative Practices Plan and refine our multi-tiered system of support that includes classroom and school wide interventions that address student behaviors and social emotional needs with targeted levels of support. We will monitor effectiveness of these interventions through various types of systems and data. Our culture and climate team will work with the teachers and administration to ensure school wide discipline policies are implemented as well as our SEL and class meetings delivered through a daily advisory period.

SMART Goals

- By June of 2018, the suspension rate will decrease to 10% or lower as measured by #843, a decrease of 14% minimally
- By June 2018 (or end of the academic year), the number of students who receive appropriate behavior interventions, as defined by #6285, will increase to 80%.
- By May 2018, the percentage of positive responses on the Social-Awareness construct of the SEL survey, as defined by #7139, will increase to 65%

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

<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <p>School-wide Restorative Classroom Plans</p> <ul style="list-style-type: none"> • Implementation of CHAMPS in every classroom • Restorative conferences • Grade-level Academy Family conferences 	<p>Owner(s):</p> <p>Teachers and Admin</p>	<p>Timeline:</p> <p>On-going</p>
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Details: Explain the data which will specially monitor progress toward each indicator target

RTI for Social Emotional Support

- Suspension conferences
- Restorative re-entry conferences
- Behavior support team
- Tier 2 Academic Team
- Behavior Support Team
- ATLAS Documentation Protocol
- Safe School Leadership Team

Owner(s):

Admin, RTI team

Timeline:

On-going

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

RTI for students at risk for failure

- Team "Action Plan" (Establish a goal and "Action Plan" at a parent/ teacher/ admin meeting. Meet again 6 weeks later to show the progress that has been made and possibly set a new 6-week goal with actions.)
- Ongoing PL for staff on Restorative practices
- Develop a suspension conference Protocol
- Develop a behavior support Protocol for the team
- Parent conferences
- SST

Owner(s):

Academic Counselor and SST coordinator

Timeline:

6 Weeks

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

Culture & climate

- SEL data
- Advisory data
- Ongoing student survey data
- Develop and refine Common Area expectations aligned to PAWS Guidelines for Success

Owner(s):

CCR Team

Timeline:

On-going

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

School-wide discipline policy and practices

- 3- level system to include Restorative Response
- PL for Restorative Responses to Level 2 incidents
- ATLAS documentation protocol (track level 2 and 3 entries)
- Parent contact documented. Parent Teacher Admin meetings scheduled for repeat incident/infractions.
- Youth Court

Owner(s):

Admin & CCR Team

Timeline:

On-going

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

Monitoring

- Parent, Teacher, and Student SEL surveys
- Data on expulsion and suspension incidents
- Transition Center Data
- Monitor number of behavior incidents: Data monitoring for the purpose of making decisions for the following:
 - Suspension
 - Transition
 - Detention
 - Referral
- IPG data: Climate (CSTP 2)

Owner(s):

Admin, Transition teacher, and counselors

Timeline:

On-going

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

Mens' and Womens' Alliance

- Weekly grade checks and goal setting
- Quarterly field trips
- Community projects
- SPED Inclusion

Owner(s):

Alliance Teachers

Timeline:

Quarterly

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

Group counseling

- Self-esteem
- Self-harm
- Anger management
- Self-control

Owner(s):

SESS counselor

Timeline:

Weekly

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

Safety Team meetings

- School Safety Walks
- Data collection of implementation of Safe School Plan

Owner(s):

VP

Timeline:

Weekly

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

Ongoing Communication through multiple venues

- Parent Meeting
- Annual Title I Meeting
- Annual SEL family survey
- Quarterly SSC and ELAC meetings to disseminate data and gather input
- Bi-Annual Community Events to include SNRO sponsored Block Party
- Bi-Annual Student Agendas
- Beginning of the year Orientation

Describe Related Professional Learning:

- Conferences: PLC and AMD
- CHAMPS training: classroom management, redirecting behavior, and building positive relationships, and "Tough Kids" strategies
- "Time to Teach"
- Align and teach documentation protocol
- Advisory protocols for OWELUS, Second Step, and Class Meetings
- Climate and culture and social emotional initiatives which include strategies for classroom management,

- Back-To-School Night and Open House
- Monthly Newsletter
- Weekly School Messenger
- Monthly Coffee Chats
- Monthly VIP group
- Quarterly workshops
- School Web-site
- School wide Communication Plan

Parents are informed of their child's progress by but not limited to:

- ELPAC scores will be provided to all parents with an explanation of its meaning
- Parent-teacher Admin Restorative Conferences
- Suspension support: re-entry process
- Parent and student recognition

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- School Neighborhood Resource Officer (SNRO)
- Quarterly Expectations Assemblies
- SEL, Olweus, Class Meetings, and Second Step lessons will be delivered through advisory and individual classrooms
- Students will receive direct instruction around the Social Emotional Learning non-cognitive skills during advisory and individual class settings
- SESS will conduct focus support groups with all students placed in on-campus suspension and alternative to suspension. SESS will also meet with small groups as needed.
- Behavior Support Team
- Academic Teams-University Trips
- Resources and materials to upgrade campus safety features

- Restorative Practices, redirecting behavior, and building positive relationships
- ATLAS Documentation Protocol refinement and articulation

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Collaborative and Productive Groups
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- Develop and implement school-wide EL SMART goal and response plan
- Home-School Liaison
- Teaching Fellows
- Public translating services
- Field Trips
- Celebrations
- PLUS teacher support

Action # 6

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	97	99	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

CC: In alignment with our site goals to ensure a safe and welcoming environment and maintaining a culture of connectedness and collaboration, we will improve our Campus Culture plan. We had many students participating in extra-curricular activities and athletics this year. The consistency of ATLAS entries has grown to the consistency of meetings held by CCD and AD with advisers and coaches. Focus on ATLAS entries will continue in an effort to reflect the engagement on campus.

SMART Goals

By June 2018, 99% of students will be engaged in a Goal 2 activity.

During the 2017-2018 school-year, the percentage of students not engaged in any Goal 2 activity will not drop below 90% each quarter as measured by #2080,

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

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

Quarterly monitoring of Goal 2 student engagement data using the following:

Owner(s):

Culture & Climate Director, Athletic Director

Timeline:

End of each quarter

- Number and percent of students not involved in Goal 2 by a report from ATLAS
- Every club will achieve Charter Status (constitution, budget, and two engagement entries per month in ATLAS)
- Athletics rosters and game attendance posted in ATLAS
- VAPA teachers submit ATLAS engagements for performances
- Student Interest Survey and Database
 - Incoming students indicate interest in:
 - Clubs
 - Athletics
 - Co-curricular Activities
 - Database created and monitored each quarter to determine how to connect students to an engagement of interest to them.
 - WEB team will follow-up with students

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

School Culture and Climate Survey data (District SEL)

Owner(s):

Counselor

Timeline:

Yearly

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

Site Culture, Climate, and Restorative team data

Owner(s):

Culture, Climate, and Restorative Team

Timeline:

Monthly

- Common Area expectation survey
- Team effectiveness survey
- Yearly calendar of events and activities
- Advisory lessons focusing on SEL learning.

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

Cabinet meetings: Data and updates

Owner(s):

Principal

Timeline:

Monthly

- Club progress
- Athletics progress
- Safety and Security updates
- Coordinate school events among all departments (operations)

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

School Safety Meetings

Owner(s):

Vice Principal

Timeline:

Monthly

- Monthly meetings to discuss events to ensure all areas of safety are covered
- CSAs assist with connecting/recommending students who regularly stand/sit alone to a club

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

Describe Related Professional Learning:

- Parent Center
- Annual Title I Meeting
- Quarterly SSC and ELAC meetings to disseminate data and gather input
- Quarterly Athletic Awards Ceremonies
- Quarterly WEB sponsored family nights
- Bi-Annual Community Events to include SNRO sponsored Block Party
- Bi-Annual Student Agendas
- Bi-annual Music and Dance Performances
- Beginning of the year Orientation
- Back-To-School Night and Open House
- Course syllabi provided at the beginning of the year
- Monthly Newsletter
- Weekly School Messenger
- Monthly Coffee Chats
- Monthly VIP group
- Monthly Student of the Month Awards Celebrations

- Conferences: PLC, AMD, ASCD and/or WestED
- Campus Culture team will attend PL and CADA conference to refine the Expanding Engagement plan.
- Culture, Climate, and Restorative team provide regular PL to staff in relation to SEL learning (g., strategies for classroom management, redirecting behavior, and building positive relationships)
- Ongoing WEB training for advisors
- VAPA continued off-site PL opportunities
- School Safety team will in-service on safety protocols for students and staff
- Electives and feeder articulation

- School Web-site
- School wide Communication Plan

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Students will receive quarterly Expectations Assemblies and safety presentation
- Students will attend advisory classes with lessons focused on social-emotional learning, anti-bullying, and promoting a safe campus
- Students will participate in bi-annual club fair
- 8th grade students will participate in showcase from Sunnyside, "Move Up Day" and Sunnyside, and the high school selection faire
- Qualifying students will attend field trips to magnet high schools
- VAPA summer camp
- Where Everybody Belongs (WEB) recruitment at feeder elementary schools in the spring
- WEB student leaders attend summer institute and lead 7th Grade Orientation
- Associated Student Body (ASB) officers will attend annual student CADA conference, which requires membership
- ASB will host a regional leadership training for feeder elementary schools
- Goal 2 Electives: Band, Orchestra, Choir, Tournament of Technology, WEB, ASB, and Dance
- Goal 2 Athletics
- Advisory period
- Lunch clubs
- Noon-Time Assistants (NTA)
- Celebrate Diversity Program
- Resources and materials to upgrade campus safety features

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Every Emerging level EL will enroll in either a club or after school sport
- Home-School Liaison
- Public translating services
- Field trips
- Celebrations: Student of the Month and Mentor of the Month
- Develop and implement school-wide EL SMART goal and response plan

Terronez Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation for teachers/students (for Actions 1-7)	\$	12,000.00
6	2	Sup & Conc	Instruction	Materials & Supplies				Initiatives/campus safety/culture and climate (for Actions 1-7)	\$	36,666.00
Total									\$	48,666.00

Action # 7

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	95.5	97	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

ATTENDANCE: We will continue to focus on how to strategically address absenteeism by enhancing our multi-tiered system of interventions for attendance. Interventions will be strategically designed for those who are identified as chronically absent. We will also continue the monthly attendance parent meetings that provide parents and students with information regarding attendance and strategies to support the improvement of attendance as well as resources available.

SMART Goals

By June, 2018, our attendance rate will meet or exceed 97% as measured by SQII indicator #48.

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

Details: Explain the data which will specially monitor progress toward each indicator target **Owner(s):** **Timeline:**

Create and maintain a comprehensive support program to improve attendance

SESS Counselor, Attendance Clerk, Administration, Teachers

On-going

- Monitoring
 - Daily attendance
 - SQII indicators
- Identify chronic absentees and tardy students
 - Implement “Start on Time” to identify students and give consequences
- Attendance Interventions developed by Attendance Intervention (AI)
 - Conduct parent intervention meeting (AI)
 - Individual family meeting with SESS
 - Student Attendance Review Board (SARB) meetings with parents
 - SESS logs home visits in ATLAS
 - Student rewards and incentives

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

Safety Team

- Monitoring of school-wide Start on Time policy
- Data collection and analysis of between-class tardies

Owner(s):

VP

Timeline:

Daily

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

Ongoing Communication through multiple venues

- Parent Center
- Annual Title I Meeting
- Quarterly SSC and ELAC meetings to disseminate data and gather input
- Bi-Annual Community Events
- Student Agendas
- Beginning of the year Orientation
- Back-To-School Night and Open House
- Course syllabi provided at the beginning of the year
- Monthly Newsletter
- Weekly School Messenger
- Monthly Coffee Chats
- Monthly VP group
- Quarterly workshops
- School Web-site
- School wide Communication Plan

Parents are informed of their child's progress by but not limited to:

- Bi-Monthly progress reports sent home with students
- Quarterly report cards mailed home
- Edu-text
- ATLAS parent portal
- Parent-teacher conferences held each semester.
- Attendance clerk phone messages

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- All students identified in the red and purple zone, will receive social/emotional support through group or individual counseling.
- All students will participate in a School-wide attendance/social awareness incentives will occur as level 1 interventions for all students.
- All students who have perfect attendance will qualify for incentive programs
- All students who meet EIS yellow zone will be processed through the student support services referral business process

Supplies to include but not limited to:

- *Technology:* tablets, headphones, document cameras, printers, LCD projectors, speakers, licenses for

Describe Related Professional Learning:

- Conferences: PLC, AMD, ASCD and/or WestED
- Advisory Protocols: Teachers will review methods for SMART goal setting for students
- "Start-On-Time"
- Restorative Conversations

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Integrate ELD standards in daily lessons
- Collaborative and Productive Groups
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- Develop and implement school-wide EL SMART goal and response plan
- Home-School Liaison
- Public translating services

databases and software to use for blended learning

- *Supplemental resources*: reading library for independent reading
- *Supplies*: paper, pencils, markers, whiteboards, poster paper, notebooks, and composition books
- *Field Trips*
- *Celebrations*

Terronez Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent involvement (for Actions 1-7)	\$ 5,000.00
7	2	LCFF: EL	Attendance & Social Work Services	Materials & Supplies				Home visits (for Actions 1-7)	\$ 216.00
Total									\$ 5,216.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0423 Terronez Middle School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for summer/winter planning and tutorials (for actions 1-7)	5,842.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies (for Actions 1-7)	8,354.00
1	1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies (for Actions 1-7)	6,000.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitutes coverage (for actions 1-7)	4,877.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for planning/RTI (for Actions 1-7)	11,842.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Student incentives (for Actions 1-7)	5,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies (for Actions 1-7)	32,027.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Teacher/student technology and equipment (for Actions 1-7)	7,000.00
1	1	Sup & Conc	Instruction	Travel			Teacher/admin conference (for Actions 1-7)	10,000.00
1	1	Sup & Conc	Instruction	Copier Maint			Equipment maintenance (for Actions 1-7)	2,500.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics (for Actions 1-7)	10,000.00
1	1	Sup & Conc	Instruction	Direct-Food			: Direct food services (for Actions 1-7)	2,000.00
3	1	Title 1 Basic	Instruction	Nc-Equipment			Teacher/student technology (for Actions 1-7)	15,000.00
4	2	Sup & Conc	Parent Participation	Mat & Supp			: Parent involvement (for Actions 1-7)	3,000.00
4	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.010		615.00
4	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.740		45,504.00
6	2	Sup & Conc	Instruction	Mat & Supp			: Initiatives/campus safety/culture and climate (for Actions 1-7)	36,666.00
6	2	Sup & Conc	Instruction	Direct Trans			Transportation for teachers/students (for Actions 1-7)	12,000.00
7	2	Title 1 Basic	Parent Participation	Mat & Supp			Parent involvement (for Actions 1-7)	5,000.00
7	2	LCFF: EL	Attendance & Social Work Service	Mat & Supp			: Home visits (for Actions 1-7)	216.00

\$223,443.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$40,196.00
Sup & Conc	7090	\$137,527.00
LCFF: EL	7091	\$45,720.00
Grand Total		\$223,443.00

Domain Totals	Budget Totals
Academic	\$120,442.00
SEL / Culture & Climate	\$103,001.00
Grand Total	\$223,443.00