Terronez Middle

10621666112882

Principal's Name: Zerina Hargrove Brown

Principal's Signature:

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

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.

1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

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

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 – Lucio Rodriguez		X			
3. Maria Navarro		X			
4. Khalida Taleb		X			
5. Francisco Arciniega		X			
6. Sylvia Torres			X		
7. Tatyna Pittman					X
8. Isidro Ramos					X
9. Elizabeth Lee					X
10. Kendra Arce					X
11. Ciara Cerrato					X
12. Maria Rodriguez				X	
13. Jackie Ramirez				X	
14. Brenda Elensky				X	
15.					

Check the appropriate box below:
X **ELAC reviewed the SPSA as a school advisory committee.**
□ **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**		3/20/19
SSC Chairperson	Lucio Rodriguez		3/20/19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Terronez - 0423

ON-SITE ALLOCATION

3010	Title I	$47,814 *
7090	LCFF Supplemental & Concentration	$167,265
7091	LCFF for English Learners	$42,291
3182	Comprehensive Support and Improvement	**$193,095**
TOTAL 2019/20 ON-SITE ALLOCATION		**$450,465**

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Title I Parent Involvement - Minimum Required	$1,839
	Remaining Title I funds are at the discretion of the School Site Council	$45,975
	Total Title I Allocation	$47,814

February 14, 2019
Revised March 28, 2019

Assurances for Comprehensive Support and Improvement Schools (CSI)

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
  - Utilization of evidence based strategies aligned to state identification.

- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
  - School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
  - School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
  - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
  - CSI manager III assigned to school site to support CCI data monitoring.
  - Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.

- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.

- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.

- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).

- Professional learning for site leaders and teachers focused on CSI identified student groups.

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	17.667 %	4.688 %	2017-2018	11.688 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	29.995 %	24.96 %	2017-2018	31.96 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	17.994 %	9.135 %	2017-2018	16.135 %
One D or F on Any Report Card (grades 2-12)	57.529 %	66.032 %	2017-2018	59.032 %

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

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

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

- Only 17% of all 7th and 8th grade students are meeting standards
- 52% of English Proficient students are meeting standards
- AC planning time to create unit assessment calendars
- AC planning time to review and refine CFA's and common instructional practices
- Continuous analysis of student learning on a weekly basis to identify learning gaps and improve instructional strategies
- Fidelity to Core Springboard curriculum to include and ensure daily complex text, tasks and student discourse
- Professional Learning on student collaboration strategies and Tier 1 strategies and structures: Reciprocal Teaching and Academic Discourse
- Focused planning time to provide opportunities for clarity of learning targets and student outcomes, CFU and high leverage instructional strategies
- Student and Teacher goal setting and progress monitoring of SBAC, Interim and CFA results
- Ongoing Data Chats with teachers and supervising administrators

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

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

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

- 83% of all 7th and 8th grade students performing below grade level
- 42% of African American students are performing below grade level
- Student results should have been shared and discussed with students earlier in the year
- Goal setting should have begun sooner following Interim 1 to prepare for Interim 2
- Teachers require ongoing collaboration time and training to refine instructional practices and grouping strategies to promote student discussion
- Departments and grade levels consistently analyzing student work evidence and CFA data to inform instruction

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

- 92% of all 7th and 8th grade students are currently performing below grade level
- 53% of African American students are performing below grade level
- Student results should have been shared and discussed with students earlier in the year
- Goal setting should have begun sooner following Interim 1 to prepare for Interim 2
- Teachers require ongoing collaboration time and training to refine instructional practices and

- Only 8% of all 7th and 8th grade students are meeting standards
- 48.3% of Algebra students are meeting standards
- AC planning time to create unit assessment calendars
- AC planning time to review and refine CFA's and common instructional practices
- Continuous analysis of student learning on a weekly basis to identify learning gaps and improve instructional strategies
- Fidelity to Core Go Math! Program in all classroom instruction to include and ensure daily complex text, tasks and student discourse.
- Professional Learning on student collaboration strategies and Tier 1 strategies and structures: Reciprocal Teaching and Academic Discourse
- Focused planning time to provide opportunities for clarity of learning targets and student outcomes, CFU and high leverage instructional strategies
- Student and Teacher goal setting and progress monitoring of SBAC, Interim and CFA results

One D or F on Any Report Card (grades 2-12)

- 75.2% of all 7th and 8th grade students are currently earning passing grades
- Opportunities for lunch and after school tutorials
- Use Khan Academy in Math, ELA and ASP to support intervention and acceleration
- TSA and SPED support in the classroom to support Tier 1 intervention strategies.
- Professional Learning on student collaboration strategies and Tier 1 strategies to support student learning: Reciprocal Teaching and Academic Discourse
- After school extended tutoring in library using digital resources. Integration of performance tasks, higher order thinking problems and making sense of mathematics organizer to deconstruct problems.

EL Reclassification Rate (All grade levels)

- 57.9% of EL students in the 7th and 8th grade are performing at grade level
- Students will be meet with Academic Counselor or Counseling Intern for ongoing academic support and progress monitoring
- Students will receive goal setting and criteria for success for ELPAC redesignation
- Students will be given opportunities to practice listening, speaking, reading and writing across the curriculum
- Students will be consistently be given opportunities to engage in digital literacy
- Newcomer students will be appropriately placed in ELA classrooms for intensive instruction and support
- Redesignated students will be recognized and awarded
- Teachers will receive training on integrated and designated strategies to meet the needs of all EL students
- Teachers will receive training on the EL frameworks/standards, criteria of the ELPAC test, as well as embedded resources in Springboard and Go Math! curriculum
- Teachers will receive training on strategies to incorporate listening, speaking, reading and writing across the curriculum.

grouping strategies to promote student discussion
- Departments and grade levels consistently analyzing student work evidence and CFA data to inform instruction

One D or F on Any Report Card (grades 2-12)

- 24.8% of all 7th and 8th grade students are currently earning a D or F in one or more class
- Lunch and after school tutorials began late and were not consistent or targeted at first
- Khan Academy was not being implemented consistently across the curriculum
- After school extended tutoring in library using digital resources started during Q3
- There was in increase among teachers, yet not consistent Integration of performance tasks and higher order thinking problems to support students struggling in Math.

EL Reclassification Rate (All grade levels)

- 42.1% of EL students in the 7th and 8th grade are performing below grade level
- 33% of Redesignated English Proficient students are meeting standards
- Students did not begin goal-setting for ELPAC early enough to ensure consistent progress monitoring prior to testing
- Students were not consistently given opportunities to practice listening, speaking, reading and writing across the curriculum in all classes

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

- Every core content area has access to a laptop cart that stays in the classroom which gives teachers the resources that they need to integrate technology on a daily basis and give students exposure and training in using the same technology that they use for testing.
- Teachers are provided with multiple opportunities to attend PL and have planning days to further support instruction.
- Subs are made available when needed and teacher are offered extra pay contracts.
- Students have access to additional supports embedded in curriculum and common practices, as well as at lunch and after school tutorials and extended library hours.
- HSL is on campus daily and makes home visits, as needed.

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

- Ongoing PLI support, training and collaboration will be reflected within Actions 1-4 as students are supported and continue to access curriculum in new and innovative ways.
- Goals set within Actions 1-4 will also be addressed within our current MTSS structure for Tier 1 support and interventions.
- Action 3 specifically will be supported through quarterly chats held with Academic Counselor and goal-setting within advisory periods.
- Teachers receiving professional learning in ways to support their understanding and implementation of ELD standards will be supported within Action 4.

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

1 SSC:

- Interim results shows that mutliple programs in place are successful when consistently implemented and aligned to grade level standards

2 ELAC:

- Students benefit from early goal-setting and tracking
- Parents respond well and are supportive when they are included in conversations regarding their child's progress

3 Staff:

- Student use of Khan Academy is aligned to high school exposure
- Staff benefits from consistent AC planning time and ongoing Professional Learning opportunities

Action 1

Title: Action #1: ELA/Literacy

Action Details:

By May 2020, 37% of all 7th grade students will meet or exceed standards as measured by the ELA SBAC.

By May 2020, 26% of all 8th grade students will meet or exceed standards as measured by the ELA SBAC.

ELA/Literacy: In continued alignment with our site and regional goal to increase and accelerate student learning, all Terronez ELA teachers will implement Springboard, the guaranteed and viable curriculum (GVC) with fidelity and implement strategic instructional practices that provide students with opportunities to build their comprehension through oral and written tasks on a daily basis. All Terronez teachers will incorporate strategies and use resources that support the regional created integrated literacy map to provide students with multiple opportunities throughout the day to engage in reading or speaking about a text by in. Teachers will also incorporate routines and practices that ensure students are responsible for demonstrating their thinking in the classroom and participating in Academic Discourse on a daily basis. As a component of our culture of connectedness and collaboration, ELA teachers will continue to

participate in professional learning opportunities, including Standards Institute Training, AVID Summer Institute, EL Lab Schools, Accountable Communities and district PLI training that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan. A Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. Throughout the academic school year, Terronez Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement. In addition to attending these PL opportunities and working closely with teams to determine best practices and effective strategies, the ELA AC will create and use common assessments and data to plan instruction to meet the diverse learning needs of all students. This structure will promote a 7% increase or higher of students meeting or exceeding standards for the 2019-20 school year as measured by ELA SBAC.

Reasoning for using this action: ☑ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

District Interim Assessments

- The number of students meeting or exceeding standards on Interim Assessment 1 and 2 will increase by 15% or more (SQII #6256).
- Site lead teachers will analyze data and identify disproportionality among students and set growth targets for each Interim Assessment.
- AC team will track and analyze assessment data.
- AC team will utilize results in order to inform further instruction and intervention to support students.
- AC team will notify students and parents of Interim results via Illuminate reports.

Owner(s):

VP and ELA AC

Timeline:

Will be administered according to District Assessment Calendar

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

Department-Wide Common Formative Assessments

- All 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 team will track and analyze assessment data.
- AC team will utilize results in order to inform further instruction and intervention to support students.
- ILT leads will report monthly to whole team 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 team artifacts with Regional ILT.

Owner(s):

ELA AC and Lead Teacher

Timeline:

Two per unit of study

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

IPG 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.
- Analyze walkthrough data to determine trends and patterns to address instructional practices.
- Calibrate how Admin team collects information.
- Provide high-leverage feedback in a timely manner.
- Principal will review with Region leaders at SARC meetings.

Owner(s):

Admin Team and ILT

Timeline:

Daily and reported weekly

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

Supervision and Evaluation Practices

- Analyze walkthrough data to determine trends and patterns to address instructional practices.
- Calibrate how Admin team collects information.
- Provide effective, high-leverage feedback to AC team in a timely manner.
- Utilize iAchieve for continuous feedback throughout Evaluation process.
- Provide feedback according to communication plan in place.
- Follow all formal evaluation procedures and timelines as delineated in our Collective Bargaining Agreement (CBA).

Owner(s):

Admin Team and ILT

Timeline:

Daily and Reported Weekly

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

ACs apply the practices outlined in Learning By Doing

- ELA 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:
  - **GOAL #1:** AC will identify high-leverage grade-level essential standards for the year, sorted by quarters, by September 1 and December 1, 2018 as measured by PAC team artifacts.
  - **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.
  - **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 and reevaluate data, and determine teachers' needs and student supports in place.
- Refine ELA AC goals as determined by data and trends observed.
- Ensure that all agendas and minutes are taken at each meeting and uphold FUSD AC Foundations and accurately reflect student learning.
- Administrators support different content area teams and give AC and Lead Teachers feedback.
- AC team reviews and responds to feedback during AC meetings.
- AC planning time will be made available in summer and during the year for provide teachers with opportunities to develop and refine lessons and assessments.

Owner(s):

ELA AC, ILT and Admin Team

Timeline:

Weekly and additionally, as needed

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

Literacy Diagnostic Assessments

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

Owner(s):

ELA AC, Academic Counselor and TSA Support

Timeline:

Will be administered in May to incoming students.

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

"Zero Period" Intervention Support

- ELA teachers will be provided with opportunities to provide ongoing ELA intervention and support with extra pay contracts.
- Students will be vetted based on Interim results.
- TSA Support will interview students to ensure student buy-in for attendance and to set the tone for intervention.
- Students will return signed permission slips, notifying parents of requirements for student participation and time frames.

Owner(s):

Academic Counselor, ELA Teacher and TSA Support

Timeline:

Daily

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

PLI Initiative: Education Elements

- Lead teachers will receive professional development with Ed Elements and will engage in personalized learning that equips them with knowledge, skills, and resources to ensure that students receive the instruction they need when they need it.
- Principal and VP will participate in learning with Leads in order to best support teachers in new learning.
- Admin and District support personnel will spend time walking classrooms to see how implementation is happening and where the program can be further improved.

Owner(s):

Lead Teachers, Principal and Vice Principal

Timeline:

Daily with PL over 12-18 month period

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

AVID Elective

- Teams of teachers will attend summer institute in order to learn strategies, shifting to a more equitable, student-centered approach.
- Site team will meet quarterly in order to inform next steps and school-wide best practices for PL.
- AVID teachers will run classroom tutorials twice a week.
- College level tutors will support AVID tutorials that occur in classrooms and will attend trainings to ensure that they are utilizing impactful strategies.

Owner(s):

AVID Site Team, AVID Coordinator, Principal and Vice Principal

Timeline:

Daily with PL quarterly

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

iReady Diagnostic

- English and History teachers will administer the diagnostic during T-Wolf University.
- Teachers will use data to provide students with more high quality instructional strategies on a daily basis.
- Students and teachers will engage in data chats after each administration.

Owner(s):

ELA and History AC

Timeline:

Will be administered during T-Wolf University

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

LAB School

- Teachers will apply keystone pedagogies to include English Learners academic and linguistic development in all content areas.
- Academic and language goals will be supported through structured, interactive and collaborative discourse.
- AC planning time will be used to scaffold content and language learning for English learners and other language minorities.
- Instruction will be based on both Common Core content and literacy standards and ELD standards.

Owner(s):

Core Teachers, EL Lead and Admin

Timeline:

Daily

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

Planning Days

- Will take place twice a year
- Teachers will collaborate on 6-8 week plans and best practices
- Data will be used to inform instruction and next steps
- Teams will work with district level supports--including coaches, when necessary

Owner(s):

Core Teachers and Admin

Timeline:

Once a semester

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

Million Word Challenge

- Students will be introduced to the Challenge during T-Wolf University
- After reading articles and/or books, students will log reading using QR code
- Once students reach goals, they will have the opportunity to select prizes, depending on the progress that has been made.

Owner(s):

ELA AC and VP

Timeline:

Daily

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

Zinc Reading Labs

- Zinc addresses the literacy needs of all students.
- Students take a diagnostic test in order to establish independent reading levels.
- Close reading strategies and new vocabulary are practiced during each sessions.
- After each reading, students take a short assessment, which generates robust data to target instruction and monitor progress.

Owner(s):

ELA AC and VP

Timeline:

Weekly in ELA classes

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

Standards-Based Report Cards

- The purpose of implementing standards-based grading, is for teachers work to understand the effectiveness of instruction, they will be measuring student learning.
- Instead of a single overall grade, the subject matter is broken down into smaller “learning targets.”
- Each target is a teachable concept that students should master by the end of the course.
- Throughout the term, student learning on each target is recorded.
- Teachers track student progress, give appropriate feedback, and adapt instruction to meet student needs.

Owner(s):

Academic Teams, Academic Counselor and Admin

Timeline:

Daily

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

CF Pivot Team

- Determine areas of focus for the site as a whole
- Meet periodically to collaborate on and monitor data.
- Provide timely feedback and support, as needed.
- Site Leaders will engage in strategic learning opportunities that directly impact school improvement.

Owner(s):

Admin and CF Pivot Team

Timeline:

Ongoing

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

Unbound Ed Standards Institute

Owner(s):

Admin and Site Team

Timeline:

Daily

- Training to support students by providing high-quality, aligned curricula.
- Teachers deliver the comprehensive support needed to help all students meet the rigorous demands of grade level standards.

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

ASA Tutorial

Owner(s):

VP, CCR Team and Teachers

Timeline:

Bi-Weekly

- To systematically address and support our bold stance and district goals that every student can and must learn at grade level and beyond and excel in reading, writing and math.
- This process will ensure equity among all students and provide an early intervention when gaps occur in student learning by upholding our regional belief that "All means all" while we work together to increase and accelerate student achievement.

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

Discovery Ed

Owner(s):

Teacher Librarian and Core Teachers

Timeline:

Daily

- Provide dynamic professional learning that combines the power of content, pedagogy and technology to create innovative and engaging learning experiences.
- Strengthen teacher effectiveness
- Empower school leaders
- Increase student engagement

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

Ongoing Instructional Services through multiple measures:

- Springboard curriculum
- TSA support
- Academic Counseling: Grade Chats
- Substitute teacher coverage for co-teachers to attend IPL training
- 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
- Extended Library Hours

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
- Gradual release models of instruction
- Productive talk/Classroom discussions
- Reciprocal teaching

All students will receive instruction using school-wide common strategies:

- Cloze reading exercises
- Annotating/Marking the text
- Text dependent questions
- Cornell notes
- Seminars: Paidea, Socratic, etc...
- Students form questions to address ranges 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
- Access to school library for independent reading
- Paper, pencils, markers,whiteboards, poster paper, notebooks, and composition books
- Field Trips
- Celebrations

Specify enhanced services for EL students:

Ongoing Services and Support through multiple measures:

- 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 SMARTgoal and response plan
- Home-School Liaison
- Public translating services
- TSA Support

Specify enhanced services for low-performing student groups:

Ongoing Services and Support through multiple measures:

- Professional learning opportunities: Standards Institute Training, AVID Summer Institute, EL Lab Schools, Accountable Communities and district PLI training
- Teachers who attend Standards Institute will learn effective strategies for addressing cultural bias and ensuring equity and access for all students, especially students of color.
- Students are recommended for AVID based on GPA and teacher reference. This will impact students "in the middle of the road" who have college potential.
- The EL Lab school will impact students through providing cross-cutting strategies to teachers that will benefit all students and help EL students reach redesignation.
- Class sets of laptops will be provided to all teachers in order to access technology in meaningful ways to engage students and allow them to collaborate through our site blended learning model through station rotations.
- Teachers will develop comprehensive plans for SBAC and IReady prep in order to improve student readiness and ability to navigate systems as they progress.
- All advisory classes will create online portfolios via MeSpace to develop SEL skills and goal-setting through class sets of laptops.
- The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan.
- Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed.
- Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
- Goal-setting in advisory periods
- Tier 1 Intervention support
- Integrate ELD standards in daily lessons

- Zero-Period Intervention
- 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
- PLI Teacher support
- TSA Support

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

Ongoing Communication through multiple measures:

- 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 and community events
- Student Agendas
- Student/Parent Handbook
- 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 parent 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
- Weekly School Messenger

Describe Professional Learning related to this action:

Ongoing Professional Learning through multiple measures:

- District iPL Conference: California League of Middle Schools and/or California Reading Association
- Leadership conferences: PLC and AVID focused
- 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
- Department-Wide Book Study
- PLI Initiative: Education Elements professional learning and implementation for lead teachers
- AVID strategies

Action 2

Title: Action #2: Math

Action Details:

By May 2020, 17% of all 7th grade students will meet or exceed standards as measured by the Math SBAC.

By May 2020, 16% of all 8th grade students will meet or exceed standards as measured by the Math SBAC.

MATH: In continued alignment with our site and regional goal to increase and accelerate student learning, all Terronez Math teachers will implement Go Math!, the guaranteed and viable curriculum (GVC) with fidelity and employ

instructional practices that allow all students to access and learn the content. Teachers will continue to collaborate in order to ensure that 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 opportunities, including Standards Institute Training, AVID Summer Institute, EL Lab Schools, Accountable Communities and district PLI trainings that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan. A Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. Throughout the academic school year, Terronez Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement. In addition to attending these PL opportunities and working closely with teams to determine best practices and effective strategies, the Math AC will create and use common assessments and data to plan instruction to meet the diverse learning needs of all students. This structure will promote a 7% increase or higher of students meeting or exceeding standards for the 2019-20 school year as measured by the Math SBAC.

Reasoning for using this action: ☑ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

District Interim Assessments

- The number of students meeting or exceeding standards on Interim Assessment 1 and 2 will increase by 10% or more (SQII #6258)
- Site lead teachers will analyze data and identify disproportionality among students and set growth targets for each Interim Assessment.
- AC team will track and analyze assessment data.
- AC team will utilize results in order to inform further instruction and intervention to support students.
- AC team will notify students and parents of Interim results via Illuminate reports.

Owner(s):

Principal and Math AC

Timeline:

Will be administered according to District assessment calendar

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

Department-Wide Common Formative Assessments

- Math AC teams will administer biweekly assessments using Go Math! Materials, Illuminate assessments or SBAC practice assessments.
- Assessments of essential standards will be identified for each instructional unit in Go Math!
- AC teams will track and analyze assessment data.
- ILT leads will report monthly to whole team 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 team artifacts with Regional ILT.

Owner(s):

Math AC and Lead Teacher

Timeline:

Administered biweekly

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

IPG Walkthrough Data

- Collect different information for the purpose of monitoring and analyzing the:
  - Evidence of tenets of the Instructional Practice Guide
  - Implementation of lesson design as applied by the 5 Es
  - 8 Mathematical practices
  - 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 Math.
- Principal will review with Region leaders at SARC meetings.

Owner(s):

Admin Team, Math AC and ILT

Timeline:

Daily and reported weekly

Details: Explain the data which will specifically 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 effective feedback in a timely manner
- Utilize iAchieve for feedback
- Provide feedback according to communication plan
- Follow all formal evaluation procedures and timelines as delineated in our Collective Bargaining Agreement (CBA).

Owner(s):

Admin Team

Timeline:

Daily and reported weekly

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

ACs apply the practices outlined in Learning By Doing

- Math 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
  - **GOAL #1:** AC will identify high-leverage grade-level essential standards for the year, sorted by quarters, by September 1 and December 1, 2018 as measured by PAC team artifacts.
  - **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.
  - **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 and reevaluate data, and determine teachers' needs and student supports
- Refine Math AC goals as determined by data
- Ensure that all agendas and minutes uphold FUSD AC Foundations and accurately reflect student learning
- 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 provide teachers with opportunities to develop and refine lessons and assessments.

Owner(s):

ILT

Timeline:

Weekly and additional time, as needed

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

Literacy Diagnostic Assessments

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

Owner(s):

Math AC, Academic Counselor and TSA Support

Timeline:

Will be administered in May to incoming students.

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

"Zero Period" Intervention Support

- Math teachers will be provided with opportunities to provide ongoing Math intervention and support with extra pay contracts.
- Students will be vetted based on Interim results.
- TSA Support will interview students to ensure student buy-in for attendance and to set the tone for intervention.
- Students will return signed permission slips, notifying parents of requirements for student participation and time frames.

Owner(s):

Academic Counselor, Math Teacher and TSA Support

Timeline:

Daily

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

PLI Initiative: Education Elements

- Lead teachers will receive professional development with Ed Elements and will engage in personalized learning that equips them with knowledge, skills, and resources to ensure that students receive the instruction they need when they need it.
- Principal and VP will participate in learning with Leads in order to best support teachers in new learning.
- Admin and District support personnel will spend time walking classrooms to see how implementation is happening and where the program can be further improved.

Owner(s):

Lead teachers, Principal and Vice Principal

Timeline:

Daily with PL over a 12-18 month period

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

Planning Days

- Will take place twice a year
- Teachers will collaborate on 6-8 week plans and best practices
- Data will be used to inform instruction and next steps
- Teams will work with district level supports--including coaches, when necessary

Owner(s):

Core Teachers and Admin

Timeline:

Once a semester

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

Standards-Based Report Cards

- The purpose of implementing standards-based grading, is for teachers work to understand the effectiveness of instruction, they will be measuring student learning.
- Instead of a single overall grade, the subject matter is broken down into smaller “learning targets.”
- Each target is a teachable concept that students should master by the end of the course.
- Throughout the term, student learning on each target is recorded.
- Teachers track student progress, give appropriate feedback, and adapt instruction to meet student needs.

Owner(s):

Academic Teams, Academic Counselor and Admin

Timeline:

Daily

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

CF Pivot Team

- Determine areas of focus for the site as a whole
- Meet periodically to collaborate on and monitor data.
- Provide timely feedback and support, as needed.
- Site Leaders will engage in strategic learning opportunities that directly impact school improvement.

Owner(s):

Admin and CF Pivot Team

Timeline:

Ongoing

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

Unbound Ed Standards Institute

- Training to support students by providing high-quality, aligned curricula.
- Teachers deliver the comprehensive support needed to help all students meet the rigorous demands of grade level standards.

Owner(s):

Admin and Site Team

Timeline:

Daily

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

ASA Tutorial

- To systematically address and support our bold stance and district goals that every student can and must learn at grade level and beyond and excel in reading, writing and math.
- This process will ensure equity among all students and provide an early intervention when gaps occur in student learning by upholding our regional belief that "All means all" while we work together to increase and accelerate student achievement.

Owner(s):

VP, CCR Team and Teachers

Timeline:

Bi-Weekly

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

Discovery Ed

- Provide dynamic professional learning that combines the power of content, pedagogy and technology to create innovative and engaging learning experiences.
- Strengthen teacher effectiveness
- Empower school leaders
- Increase student engagement

Owner(s):

Teacher Librarian and Core Teachers

Timeline:

Daily

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

Ongoing Instructional Services through multiple measures:

- Go Math! 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
- Gradual release models of instruction

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
- Access to school library for independent reading
- Paper, pencils, markers,whiteboards, poster paper, notebooks, and composition books
- Field Trips
- Celebrations

Specify enhanced services for EL students:

Ongoing Services and Support through multiple measures:

- 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 SMARTgoal and response plan
- Home-School Liaison
- Public translating services
- PLUS Teacher-Support

Specify enhanced services for low-performing student groups:

Ongoing Services and Support through multiple measures:

- Professional learning opportunities: Standards Institute Training, AVID Summer Institute, EL Lab Schools, Accountable Communities and district PLI training
- Teachers who attend Standards Institute will learn effective strategies for addressing cultural bias and ensuring equity and access for all students, especially students of color.
- Students are recommended for AVID based on GPA and teacher reference. This will impact students "in the middle of the road" who have college potential.
- The EL Lab school will impact students through providing cross-cutting strategies to teachers that will benefit all students and help EL students reach redesignation.
- Class sets of laptops will be provided to all teachers in order to access technology in meaningful ways to engage students and allow them to collaborate through our site blended learning model through station rotations.
- Teachers will develop comprehensive plans for SBAC and IReady prep in order to improve student readiness and ability to navigate systems as they progress.
- All advisory classes will create online portfolios via MeSpace to develop SEL skills and goal-setting through class sets of laptops
- The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan.
- Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed.
- Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
- Goal-setting in advisory periods
- Tier 1 Intervention support
- Integrate ELD standards in daily lessons
- Zero-Period Intervention
- 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
- PLI Teacher support
- TSA Support

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

Ongoing Communication through multiple measures:

- 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 and community events
- Student Agendas
- Student/Parent Handbook
- 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 parent 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
- Weekly School Messenger

Describe Professional Learning related to this action:

Ongoing Professional Learning through multiple measures:

- District iPL training
- Leadership conferences: PLC and AVID focused
- Annual Conference: California Mathematics Council
- Implementation of lesson design as applied by the 5 Es
- 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
- Department-Wide Book Study
- PLI Initiative: Education Elements professional learning and implementation for lead teachers
- AVID Strategies

Action 3

Title: Action #3: D/F Rate

Action Details:

By June 2020, 40% or less of students will have a D or F on their report card.

D/F: In continued alignment with our site goal to increase and accelerate student achievement, all Terronez staff will promote all students to perform to their highest potential academically and behaviorally through multiple structures and procedures. Students' academic progress will be monitored through Early Identification and Intervention System tool (EIIS). Terronez staff will be trained on strategies through professional learning on how to work with students at risk of failing and will develop positive plans for student support and RTI in the classroom. Teachers will also be trained on 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. All Terronez teachers will continue to participate in professional learning opportunities, including Standards Institute Training, AVID Summer Institute, EL Lab Schools, Accountable Communities and district PLI training that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan. A Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. Throughout the academic school year, Terronez Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement. This structure will promote a

decrease of less than 40% of students earning a D or F in a core class during the 2019-20 school year as measured by their report cards.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Create and Maintain Academic Counseling Responsive Services	Academic Counselor and GLA	Ongoing

- Protocol for new student enrollment and intake
- Quarterly D/F chats
- Parent meetings
    - Student/Teacher/Parent Conferences
    - Referrals to 504 or SST
    - Referrals to COST
- EIIS Referrals (SQII indicator 4452, 4453, 4454, 4698, 6293, 6294, 6295)
- Academic Team field trips to universities
- Student rewards and incentives
- High school articulation
- Elementary articulation

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Academic Support Services	Academic Counselor	Ongoing

- AVID Strategies in every class
- Tutorials
- After School Program
- Bi-monthly grade checks and goal setting
- Bi-monthly progress reports sent home with students

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Parent/Team Conferences	Academic Teams, Academic Counselor and Admin	Once a semester

- Academic Teams will schedule time with parents to pick up and review standards-based report cards
- Conferences will take place once a semester

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
ASA Tutorial	Academic Teams and Admin	Tuesdays and Thursdays, Twice a month

- Tutorials are designed to systematically address and support the bold stance and goal that every student can and must learn at grade level and beyond and excel at reading, writing and math.
- This process will ensure equity among all students
- Tutorial opportunities will provide early intervention when gaps occur inn student learning.

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

Standards-Based Report Cards

- The purpose of implementing standards-based grading, is for teachers work to understand the effectiveness of instruction, they will be measuring student learning.
- Instead of a single overall grade, the subject matter is broken down into smaller “learning targets.”
- Each target is a teachable concept that students should master by the end of the course.
- Throughout the term, student learning on each target is recorded.
- Teachers track student progress, give appropriate feedback, and adapt instruction to meet student needs.

Owner(s):

Academic Teams, Academic Counselor and Admin

Timeline:

Daily

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

CF Pivot Team

- Determine areas of focus for the site as a whole
- Meet periodically to collaborate on and monitor data.
- Provide timely feedback and support, as needed.
- Site Leaders will engage in strategic learning opportunities that directly impact school improvement.

Owner(s):

Admin and CF Pivot Team

Timeline:

Ongoing

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

Unbound Ed Standards Institute

- Training to support students by providing high-quality, aligned curricula.
- Teachers deliver the comprehensive support needed to help all students meet the rigorous demands of grade level standards.

Owner(s):

Admin and Site Team

Timeline:

Daily

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

ASA Tutorial

- To systematically address and support our bold stance and district goals that every student can and must learn at grade level and beyond and excel in reading, writing and math.
- This process will ensure equity among all students and provide an early intervention when gaps occur in student learning by upholding our regional belief that "All means all" while we work together to increase and accelerate student achievement.

Owner(s):

VP, CCR Team and Teachers

Timeline:

Bi-Weekly

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

Discovery Ed

- Provide dynamic professional learning that combines the power of content, pedagogy and technology to create innovative and engaging learning experiences.
- Strengthen teacher effectiveness
- Empower school leaders
- Increase student engagement

Owner(s):

Teacher Librarian and Core Teachers

Timeline:

Daily

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

Direct Instructional Services, Materials and Supplies

- All students identified in the yellow and red zone will receive support through group and/or individual academic counseling.
- All students will receive bi-monthly progress report monitoring and goal setting during Advisory classes.
- All students will have the opportunity to attend after school tutorials provided through the After School Program and teacher led tutorials with extra pay contracts.
- All students will participate in Career Day.
- All students will participate in a simulation of credit-based requirements for high school.
- Quarterly rallies will be focused on college and career readiness.
- Students will qualifying grades will participate in awards recognition assemblies.
- The Career/Counseling Center will be open and available to all students.

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
- Access to school library for independent reading
- Paper, pencils, markers,whiteboards, poster paper, notebooks, and composition books
- Field Trips
- Celebrations

Specify enhanced services for EL students:

Ongoing services and support through multiple measures:

- 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 SMARTgoal and response plan
- Home-School Liaison
- Public translating services
- PLUS Teacher-Support

Specify enhanced services for low-performing student groups:

Ongoing Services and Support through multiple measures:

- Professional learning opportunities: Standards Institute Training, AVID Summer Institute, EL Lab Schools, Accountable Communities and district PLI training
- Teachers who attend Standards Institute will learn effective strategies for addressing cultural bias and ensuring equity and access for all students, especially students of color.
- Students are recommended for AVID based on GPA and teacher reference. This will impact students "in the middle of the road" who have college potential.
- The EL Lab school will impact students through providing cross-cutting strategies to teachers that will benefit all students and help EL students reach redesignation.
- Class sets of laptops will be provided to all teachers in order to access technology in meaningful ways to engage students and allow them to collaborate through our site blended learning model through station rotations.
- Teachers will develop comprehensive plans for SBAC and IReady prep in order to improve student readiness and ability to navigate systems as they progress.
- All advisory classes will create online portfolios via MeSpace to develop SEL skills and goal-setting through class sets of laptops
- The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan.
- Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed.
- Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
- Goal-setting in advisory periods

- Tier 1 Intervention support
- Integrate ELD standards in daily lessons
- Zero-Period Intervention
- 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
- PLI Teacher support
- TSA Support

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

Ongoing Communication through multiple measures:

- Parent Center
- Furniture for Parent Center to ensure that there is a space dedicated for parent meetings and that it is up to date and fully functioning
- 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 and community events
- Student Agendas
- Student/Parent Handbook
- 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 parent 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
- Weekly School Messenger

Describe Professional Learning related to this action:

Ongoing Professional Learning through multiple measures:

- AC Book Study
- AC Common grading practices
- Conferences: PLC, AVID, ASCD and/or WestED
- Calibration of tenants contained in the Instructional Practice Guide
- Application of practices outlined in Learning By Doing
- Academic Response to Intervention
- Data-driven decision-making

Action 4

Title: Action #4: EL Redesignation

Action Details:

By June 2020, 40% of EL students will be re-designated as measured by the ELPAC and District measures.

ELD: In continued alignment with our site and regional goal to increase and accelerate student achievement, the Terronez Instructional Leadership Team will develop a cross-disciplinary literacy plan to promote instruction of literacy and support EL students in all content areas. All teachers will incorporate essential learnings and use department created common assessments and data to improve instruction for English Learners. Teachers will use classroom resources to appropriately incorporate use of technology into their instruction, attend to students' abilities to think critically and use their creativity and ensure that all students have opportunities to communicate and collaborate with one another while valuing multiple perspectives, languages, and world views. All Terronez teachers will continue to participate in professional learning opportunities, including Standards Institute Training, AVID Summer Institute, EL Lab Schools, Accountable Communities and district PLI training that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan. A Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. Throughout the academic school year, Terronez Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement. This cross-disciplinary literacy plan will promote skills and knowledge necessary for English Learners to progress in all academic subjects, improve in all three modes of communication (collaborative, productive, and interpreter), and strengthen accuracy of production and ultimately achieve redesignation status. This structure will promote a 20% increase or higher of students being redesignated as measured by the ELPAC.

Reasoning for using this action: ☑ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

ELs have full access to grade level state standards for ELA/Literacy and other content areas

- 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.

Owner(s): ILT and TSA Support

Timeline: Quarterly

Details: Explain the data which will specifically 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
  - ELPAC chats
  - 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 team, and ILT

Timeline: Quarterly

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

IPG 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.
- Analyze walkthrough data to determine trends and patterns to address instructional practices.
- Calibrate how Admin team collects information.
- Provide high-leverage feedback in a timely manner.
- Principal will review with Region leaders at SARC meetings.

Owner(s):

Admin team and ILT

Timeline:

Ongoing

Details: Explain the data which will specifically 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
  - **GOAL #1:** AC will identify high-leverage grade-level essential standards for the year, sorted by quarters, by September 1 and December 1, 2018 as measured by PAC team artifacts.
  - **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.
  - **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 and reevaluate data, and determine teachers' needs and student supports
- Refine Math AC goals as determined by data
- Ensure that all agendas and minutes uphold FUSD AC Foundations and accurately reflect student learning
- 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 provide teachers with opportunities to develop and refine lessons and assessments.

Owner(s):

AC and ILT

Timeline:

Ongoing

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

LAB School

Owner(s):

Core Teachers, EL Lead and Admin

Timeline:

Daily

- Teachers will apply keystone pedagogies to include English Learners academic and linguistic development in all content areas.
- Academic and language goals will be supported through structured, interactive and collaborative discourse.
- AC planning time will be used to scaffold content and language learning for English learners and other language minorities.
- Instruction will be based on both Common Core content and literacy standards and ELD standards.

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

CF Pivot Team

Owner(s):

Admin and CF Pivot Team

Timeline:

Ongoing

- Determine areas of focus for the site as a whole
- Meet periodically to collaborate on and monitor data.
- Provide timely feedback and support, as needed.
- Site Leaders will engage in strategic learning opportunities that directly impact school improvement.

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

Unbound Ed Standards Institute

Owner(s):

Admin and Site Team

Timeline:

Daily

- Training to support students by providing high-quality, aligned curricula.
- Teachers deliver the comprehensive support needed to help all students meet the rigorous demands of grade level standards.

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

ASA Tutorial

Owner(s):

VP, CCR Team and Teachers

Timeline:

Bi-Weekly

- To systematically address and support our bold stance and district goals that every student can and must learn at grade level and beyond and excel in reading, writing and math.
- This process will ensure equity among all students and provide an early intervention when gaps occur in student learning by upholding our regional belief that "All means all" while we work together to increase and accelerate student achievement.

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

Ongoing Instructional services through multiple measures:

- Participation in ELPAC seminars
- EL students will receive differentiated instruction to address their levels of proficiency according to the language continuum
- Voluntary workshops aimed at building proficiency, college, career and civic life capacities
- PLUS Teacher-Support and chats as it relates to ELPAC, DRP, ELDA and grades
- Academic Counseling
- 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

- Emerging level EL students scheduled in ELD course
- Teachers in core content areas will create and administer lessons addressing literacy skills across content areas with appropriate interventions.

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
- Gradual release models of instruction

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
- Access to school library for independent reading
- Paper, pencils, markers,whiteboards, poster paper, notebooks, and composition books
- Field Trips
- Celebrations

Specify enhanced services for EL students:

Ongoing Services and Support through multiple measures:

- 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 SMARTgoal and response plan
- Home-School Liaison will make home visits when necessary to ensure ongoing communication with families and school.
- Teaching Fellows
- Public translating services
- PLUS Teacher-Support

Specify enhanced services for low-performing student groups:

Ongoing Services and Support through multiple measures:

- Professional learning opportunities: Standards Institute Training, AVID Summer Institute, EL Lab Schools, Accountable Communities and district PLI training
- The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan.
- Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed.
- Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
- Goal-setting in advisory periods
- Tier 1 Intervention support
- Integrate ELD standards in daily lessons
- Zero-Period Intervention
- 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
- PLI Teacher support
- TSA Support

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

Describe Professional Learning related to this action:

Ongoing Communication through multiple measures:

- 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 and community events
- Student Agendas
- Student/Parent Handbook
- 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 parent Coffee Chats
- Monthly VIP group
- Quarterly workshops
- School Web-Site
- School-wide Communication Plan
- Redesignation celebrations

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

- ELPAC scores will be provided to all parents with explanation of scores
- Bi-Monthly progress reports sent home with students
- Quarterly report cards mailed home
- Edu-text
- ATLAS parent portal
- Parent/Teacher conferences scheduled quarterly
- Weekly School Messenger

Ongoing Professional Learning through multiple measures:

- Conferences: PLC, AVID, 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.
- Calibration of tenants contained in the Instructional Practice Guide
- Integrate ELD standards
- Application of practices outlined in Learning By Doing
- Academic Response to Intervention
- Data-driven decision-making
- Teachers will analyze ELD standards and revisit school-wide ELD standards focus areas to develop and refine best practices for ELD standard implementation
- Refine and revisit school-wide interdisciplinary literacy map

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0423 Terronez Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies (for Actions 1-8). No food or incentives.	1,633.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Teacher/student technology (for Actions 1-8)	15,000.00
G1A1	ESSA School Imp	Instruction	Teacher-Regu	Teacher, Middle School	0.2000		21,248.00
G1A1	ESSA School Imp	Instruction	Teacher-Subs			Teacher Substitutes for Accountable Community Planning (for actions 1-8)	18,000.00
G1A1	ESSA School Imp	Instruction	Teacher-Supp			Supplemental contracts for planning/RTI (for Actions 1-8)	13,500.00
G1A1	ESSA School Imp	Instruction	Oth Cls-Supp			AVID Classified Tutors (for Actions 1-8)	965.00
G1A1	ESSA School Imp	Instruction	Mat & Supp			: Materials and supplies: AASC and SPED (for Actions 1-8). No food or incentives.	17,475.00
G1A1	ESSA School Imp	Instruction	Cons Svc/Oth			AVID Contract : AVID Program Contract (for Actions 1-8)	5,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance and Copier for Staff/Lease (for Actions 1-8)	8,500.00
G1A1	Sup & Conc	Instruction	Direct Trans			: Transportation for teachers/students (for Actions 1-8)	20,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics (for Actions 1-8)	5,000.00
G1A2	Title 1 Basic	Instruction	Oth Cls-Supp			Tutors (for Actions 1-8)	2,226.00
G1A2	ESSA School Imp	Instruction	Nc-Equipment			: Student technology and equipment (for Actions 1-8)	16,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Teacher/student technology and equipment (for Actions 1-8)	23,012.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct maintenance/Equipment maintenance (for Actions 1-8)	2,000.00
G1A2	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Admin Substitutes (for Actions 1-8)	2,400.00
G1A3	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.2000		22,500.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			Parent involvement, Parent Classroom Furniture (for Actions 1-8). No food or incentives.	6,155.00
G1A3	ESSA School Imp	Instruction	Teacher-Supp			Supplemental contracts for summer/winter planning and tutorials (for actions 1-8)	13,500.00
G1A3	ESSA School Imp	Instruction	Bks & Ref			: iReady Contract-Site License	4,000.00
G1A3	ESSA School Imp	Instruction	Travel			: Teacher/admin conferences and professional learning (for Actions 1-8)	67,407.00
G1A3	ESSA School Imp	Instruction	Cons Svc/Oth			Education Elements : PLI Program Education Elements (for Actions 1-8)	14,000.00
G1A3	ESSA School Imp	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : iReady Contract- Professional Learning	2,000.00

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0423 Terronez Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and supplies (for Actions 1-8)	18,000.00
G1A4	Title 1 Basic	Attendance & Social Work Service	Local Mileag			: Mileage (for Actions 1-8)	300.00
G1A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1558	Liaison, Home/School Spanish	10,827.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: ELPAC Incentives (for Actions 1-8)	1,001.00
G1A4	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5942	Liaison, Home/School Spanish	41,290.00

$372,939.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	99.533 %	2017-2018	100 %

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

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

Goal 2 Participation Rate

- Almost 98% of students are involved in a club or activity
- New clubs are included based on student interest
- All clubs meet weekly and must have an advisor and complete a charter
- Students not engaged in a goal 2 activities are identified and counseled to find interest and make connections with peers
- Campus Culture Director will host "Club Rush" at the start of each semester to ensure all students know what clubs & activities are available and sign up to join
- Athletic Director will recruiting eligible students for sports based on student interest and adult recommendation
- Music teacher will recruit students from feeder elementary schools and will continue to expand program.

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

Goal 2 Participation Rate

- Many students attend clubs once and change interests
- New students not consistently being identified and targeted for goal 2 activities
- Club advisors not holding weekly meetings on a consistent basis
- Not all clubs have completed charters

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

- Clubs meet weekly and students have an opportunity to fundraise to attend extra events outside of school.
- Clubs are offered weekly and students have multiple opportunities to attend clubs of choice.
- All student athletes are required to attend the first hour of After-School program to receive tutoring.
- Teachers hired to work with student athletes during After-School program tutorial.

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

- Changes regarding this goal can be found within Action 5.
- Athletic Director and Campus Culture director will quarterly follow up with students who are not engaged to get them involved.

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

1 SSC:

- Continue to fund Goal 2 activities
- Activities are important for students to get involved in school and students appreciate the efforts by adults
- Student interest changes and it is important to keep that in mind

2 ELAC:

- Students enjoy being able to participate in activities at school and are more successful when they are involved
- Parents feel connected when they are invited to attend events

3 Staff:

- Continue to fund extra pay contracts to encourage teachers to be advisors of clubs
- Work together to update club types and make sure that all interests and student groups are equally represented
- Admin will continue to support CCD and AD in holding club advisors accountable for charters and meetings

Action 1

Title: Action #5: Goal 2 Involvement

Action Details:

By June 2020, 99% of students will be engaged in a Goal 2 activity.

During the 2019-2020 school year, the percentage of students not engaged in a Goal 2 activity will not drop below 90% each quarter as measured by #2080.

Campus Culture: In continued alignment with our site and regional goals to ensure a safe and welcoming environment and maintaining a culture of connectedness and collaboration,we will review and update our Campus Culture plan. We had many students participating in extracurricular 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. This structure will promote a 2% increase or higher of students engaged in Goal 2 activities as measured by ATLAS engagements.

Reasoning for using this action: ☑ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Quarterly monitoring of Goal 2 student engagement data using the following:
• Number and percent of students not involved in Goal 2 bya 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
	CCD and AD	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
School Culture and Climate Survey data (District SEL) • Survey taken by students and teachers • Results analyzed by site CCR team and shared with staff	Academic Counselor	Yearly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Site Culture, Climate, and Restorative team data • Common Area expectation survey • Team effectiveness survey • Yearly calendar of events and activities • Advisory lessons focusing on SEL learning.	CCR and Restorative Team	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Cabinet meetings: Data and updates • Club progress • Athletics progress • Safety and Security updates • Coordinate school events among all departments (operations)	Cabinet Members and Principal	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
School Safety Meetings • Monthly meetings to discuss events to ensure all areas of safety are covered • CAs assist with connecting/recommending students who regularly stand/sit alone to a club	CAs and VP	Monthly

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

T-Wolf University

- Encompasses the idea that all staff and students will engage in team and relationship building while bridging gaps that exist within academic achievement across content areas.
- In addition to making connections and allowing teachers to establish positive classroom environments starting Day 1, students will also dive into curriculum by taking diagnostic assessments and engaging in school-wide writing prompts in core classes.
- At the conclusion of T-Wolf University, each and every student at Terronez Middle School will have made a connection with a Goal 2 activity and an adult on campus that can be a champion for their success.

Owner(s):

Teachers and Admin, CCD and Academic Counselor

Timeline:

At the beginning of each semester

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

African American Student Coalition (AASC)

- Celebrate diversity of students of service
- The goal of AASC is to eradicate the academic disparity between African-Americans and higher performing groups.
- The AASC will address the unique and dynamic needs of our students while confronting the historical inequities in our educational system in order to change the narrative for African-American students.

Owner(s):

AASC Lead, TSA and Principal

Timeline:

Daily

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

Democracy in Schools Program

- To provide high-quality civic learning experiences that allow young people to develop the knowledge, skills and dispositions that facilitate informed participation in public life.
- Promote civic equality, and build 21st century competencies
- Improve school climate and reduce misbehaviors.
- Dedicated to expanding and improving civic learning experiences across the curriculum.

Owner(s):

History Lead, CCD and Admin

Timeline:

Weekly

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

Ongoing Instructional Services through multiple measures:

- 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 fair
- 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 7 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
    - Dance
- Goal 2 Athletics
- Advisory period
- Lunch clubs
- Noon-Time Assistants (NTA)
- Celebrate Diversity Program
- Resources and materials to upgrade campus safety features

Specify enhanced services for EL students:

Ongoing Services and Support through multiple measures:

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

Specify enhanced services for low-performing student groups:

Ongoing Services and Support through multiple measures:

- Professional learning opportunities: Standards Institute Training, AVID Summer Institute, EL Lab Schools, Accountable Communities and district PLI training
- The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan.
- Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed.
- Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
- Goal-setting in advisory periods
- Tier 1 Intervention support
- Integrate ELD standards in daily lessons
- Zero-Period Intervention
- 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
- PLI Teacher support
- TSA Support

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

Ongoing Communication through multiple measures:

- 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 and community events
- Student Agendas
- Student/Parent Handbook
- Beginning of the year Orientation
- Back-To-School Night and Open House
- Course syllabi provided at the beginning of the year
- Monthly Newsletter

Describe Professional Learning related to this action:

Ongoing Professional Learning through multiple measures:

- Conferences: PLC, AVID, 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 (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

- Weekly School Messenger
- Monthly parent Coffee Chats
- Monthly VIP group
- Quarterly workshops
- School Web-Site
- School-wide Communication Plan
- Redesignation celebrations

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

- ELPAC scores will be provided to all parents with explanation of scores
- Bi-Monthly progress reports sent home with students
- Quarterly report cards mailed home
- Edu-text
- ATLAS parent portal
- Parent/Teacher conferences scheduled quarterly
- Weekly School Mess

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0423 Terronez Middle School (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Radios (for Actions 1-8)	5,500.00
G2A1	Sup & Conc	Instruction	Direct-Maint			: Campus Safety/Gates (for Actions 1-8)	5,000.00
G2A1	Sup & Conc	Instruction	Direct-Food			Direct food services (for Actions 1-8)	1,000.00

$11,500.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 8th Grade	22.718 %	98.089 %	2017-2018	100 %

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

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

Exposure to Careers - 8th Grade

- 100% of all 8th grade students will complete Xello through core classes
- Students will complete Career Matchmaker, and My Skills assessments

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

Exposure to Careers - 8th Grade

- Xello was not mandatory for all core teachers to participate in
- There should be more consistent follow up after career cruising in core classes
- Xello opportunities will be scheduled more intentionally to provide meaningful interactions with the assessments for students

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

- All core content area teachers have a class set of laptops which makes it easier for Xello workshops to take place throughout the school year.

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

- Changes related directly to this goal within Action 6 will be identified through student scheduling and academic chats held quarterly with counselors.

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

1 SSC:

2 ELAC:

3 Staff:

- Continue to incorporate the use of technology in all classrooms
- Make opportunities for students using assessments relevant to their everyday lives

- Parents want to hold students accountable at home however they can
- Share information and results with families in a timely manner so they can help support the school

- Continue to secure computer carts that will stay in teacher classrooms
- Train teachers and provide opportunities for Teacher Librarian to work with those who need additional support and time to get used to technology

Action 1

Title: Action #6: Xello/Career Readiness

Action Details:

By June 2020, 100% of 8th grade students will participate in Xello as measured by Career Matchmaker and My Skills Assessment.

Xello/Career Readiness: In continued alignment with our site and regional goal to increase and accelerate student learning, all Terronez students will be provided early exposure to college and career exploration through multiple opportunities in their core classes. As a component of our culture of connectedness and collaboration, students will use technology in meaningful ways and will review results as a way to increase student self awareness as they learn about their developing interests and skills as they explore opportunities that are right for them. This structure will promote a 7% increase or higher of students who participate in and continually access Xello curriculum for the 2019-20 school year as measured by ongoing data collection.

Reasoning for using this action: ☑ Strong Evidence ☑ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Xello

- All students will complete Xello competences through in their Social Studies/Science courses.
- Students will complete:
  - Career Matchmaker
  - My Skills Assessment.

Owner(s):

Academic Counselor, Social Studies and Science Teachers

Timeline:

Will be administered during Fall semester and revisiting as needed

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

School of Choice Presentations

- All 8th grade students will receive high school of choice presentations and counseling to choose potential career pathways
- All 8th grade students will attend high school expo
- All students will participate in UC college visits in Academic Teams

Owner(s):

Academic Counselor and Academic Team Leads

Timeline:

Fall Semester and Quarterly for field trips

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

6 Year Plans

- All students will receive A-G requirements and 6 year advisement plan for college and career readiness.
- This includes:
  - Course requirements
  - GPA
  - Goal-setting.

Owner(s):

Academic Counselor

Timeline:

Quarterly

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

Ongoing Instructional Services through multiple measures:

- Students will have access to career exploration activities on campus and can access off campus, as well
- Students will receive direct instruction with challenging content as well as differentiated instruction within instructional time to ensure high school readiness.
- Teachers will have supplemental contracts approved for tutoring to ensure high school readiness and student success.
- School wide grade tracking and goal setting with the use of academic planners to prepare students for high school and careers readiness.
- Students will utilize digital resources that align with practice and assessment with SBAC administration.
- Students will participate in strategic in-class intervention groups after CFA data is analyzed to prepare them for the rigorous college and career ready expectations.

Specify enhanced services for EL students:

Ongoing Services and Support through multiple measures:

- Every emerging level EL student will enroll in either a club or after school sport
- Home School Liaison
- Public translating services
- Field trips
- Celebrations and Recognition for students who hit milestones
- Develop and implement school-wide EL SMART goal and response plan

Specify enhanced services for low-performing student groups:

Ongoing Services and Support through multiple measures:

- Professional learning opportunities: Standards Institute Training, AVID Summer Institute, EL Lab Schools, Accountable Communities and district PLI training
- The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan.
- Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed.
- Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
- Goal-setting in advisory periods
- Tier 1 Intervention support
- Integrate ELD standards in daily lessons
- Zero-Period Intervention
- 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
- PLI Teacher support
- TSA Support

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

Ongoing Communication through multiple measures:

- 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 and community events

Describe Professional Learning related to this action:

Ongoing Professional Learning through multiple measures:

- Teachers will be provided updates on high school pathways
- Teachers will attend High School Expo with their students
- Calibration of tenants contained in the Instructional Practice Guide
- Application of practices outlined in Learning By Doing

- Student Agendas
- Student/Parent Handbook
- 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 parent Coffee Chats
- Monthly VIP group
- Quarterly workshops
- School Web-Site
- School-wide Communication Plan
- Academic Counselor will attend ELAC meetings to train parents on how to use ATLAS tools
- Academic Counselor will host High School, School of Choice informational meetings and encourage all students to attend opportunities
- Academic Counselor will be available to provide assistance completing documents before due dates

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

- ELPAC scores will be provided to all parents with explanation of scores
- Bi-Monthly progress reports sent home with students
- Quarterly report cards mailed home
- Edu-text
- ATLAS parent portal
- Parent/Teacher conferences scheduled quarterly
- Weekly School Messenger
- Academic Response to Intervention
- Data-driven decision-making
- Refine and revisit school-wide interdisciplinary literacy map

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	9.588 %	12.538 %	2017-2018	10.538 %
Suspensions Per 100	25.869 %	19.972 %	2017-2018	18.972 %

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

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

Chronic Absenteeism

- The weekly attendance rate is 95.6%
- Documented phone logs, parent and student contact related to attendance on ATLAS
- Academic teams will meet monthly to discuss student progress and schedule parent meetings and in-class supports that will be put in place
- Teachers will commit to calling home when it is noticed that students are frequently tardy or absent from class

Suspensions Per 100

- Off campus suspensions decreased from 17.2% to 9.9%
- Teachers receive ongoing PL on Restorative Practices with staff to be revisited quarterly or as needed
- Staff review previous readings on “Restorative Practices in Schools and Circle Processes”
- Culture and Climate team will update staff on referrals, referral processes and alternatives.
- Ongoing PL will include:
    - Structures for Success
    - School wide commitments/expectations,
    - Social Emotional initiatives
    - Strategies for classroom management
    - Redirecting behavior
    - Building positive Student/Teacher relationships
    - Proactive strategies to promote student success will be taught and reinforced with both students/adults
    - Classroom expectations
        - CHAMPS
        - Capturing Kids Hearts
        - Class Meetings
        - Levels of Misbehavior response.

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

Chronic Absenteeism

- 13% of students are categorized as "chronically absent"
- There is not always a consistent school home connection encouraging students to come to school
- Teachers do not always document chronic student absences to provide timely intervention before Admin intervention or in danger of SARB

Suspensions Per 100

- Teachers need time to review their classroom restorative plans
- Staff will benefit from ongoing PL on school-wide expectations and processes to refresh or notify of updates

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

- Attendance Clerk provides weekly reports to SESS and VP for review and follow up with students who have multiple tardies or absences.
- Student incentives provide staff with multiple opportunities to inspire and reward students for academic and behavioral achievements.
- HSL makes home visits when students are chronically absent and schedules parent meetings when attendance does not improve.
- Continued Professional Learning opportunities for REC teacher and CCR team for continued learning and ongoing staff support.

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

- Changes to Actions 7 and 8 can be found within logs and records of meetings and communication held between the school and parent.
- Student attendance rates will increase due to actions outlined within the goal.

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

1 SSC:

- Utilize the Reengagment Center as a resource prior to suspension in order to maximize intervention opportunities
- Involve multiple adults on campus to reach out to students who struggle

2 ELAC:

- Please communicate sooner with parents ongoing when students are struggling before they get suspended
- Be flexible with parent work schedules when asking for meetings

3 Staff:

- Review school wide structures often, especially if they change
- Give staff more training in CHAMPS and other positive intervention practices
- Have CCnR team review classrooms and school-wide structures and help implement recommendations as well as follow up

Action 1

Title: Action #7: Intervention and Suspension

Action Details:

By June 2020, the suspension will decrease to 10% or lower.

By June 2020, the number of students who receive appropriate behavior interventions will increase to 85%

RTI: In continued alignment with our site and regional 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 though

various methods of systems and data collection and will review it weekly as a team. Our culture and climate team will work with the teachers and administration to ensure school wide discipline policies are developed, revised when necessary and implemented with fidelity. All Terronez teachers will continue to participate in professional learning opportunities, including Standards Institute Training, AVID Summer Institute, EL Lab Schools, Accountable Communities and district PLI training that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan. A Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. Throughout the academic school year, Terronez Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement. SEL lessons and class meetings delivered through a daily advisory period. An RCA will report directly to SESS to support the social emotional needs of students and to facilitate Restorative Practices and maintain a caseload to pre-asses and follow up on Tier 2 students, as needed. This structure will promote a 10% decrease or higher of students who are suspended during 2019-20 school year as measured by misbehavior data. As a result, the number of students who receive appropriate and alternative interventions will increase to 80% as measured by ATLAS and restorative logs, SEL survey data and Power BI.

Reasoning for using this action: ☑ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target
School-wide Restorative Classroom Plans

Owner(s):
Teachers and Admin Team

Timeline:
Ongoing

- Implementation of CHAMPS in every classroom
- Restorative conferences
- Grade-level Academy Family conferences

Details: Explain the data which will specifically monitor progress toward each indicator target
Ongoing PBIS for Social Emotional Support

Owner(s):
RTI and Admin Team

Timeline:
Ongoing

- Suspension re-entry conferences with support team
- Restorative re-entry conferences with teacher, student and admin
- Behavior support team
- Tier 2 Academic team support
- ATLAS Documentation Protocol
- Safe School Leadership Team
- Advisory lessons with SEL focus

Details: Explain the data which will specifically monitor progress toward each indicator target
RTI for students at risk for failure

Owner(s):
Academic Counselor and SST Coordinator

Timeline:
Every 6 weeks

- 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
- Review and refine suspension conference protocol
- Review and refine a behavior support protocol for the team
- Parent conferences
- SST

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Culture & Climate • SEL data collection • Advisory data collection and feedback • Ongoing student survey data analysis and reflection • Refine Common Area expectations aligned to PAWS Guidelines for Success	CCnR Team	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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	CCR and Admin Team	Ongoing

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

Continuous 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)
	REC Teacher, Academic Counselor, SESS, and Admin Team	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Mens' and Womens' Alliance • Weekly grade checks and goal setting • Quarterly field trips • Community projects • SPED Inclusion	Alliance Teachers	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Group counseling • Self-esteem • Self-harm • Anger management • Self-control	SESS	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Safety Team meetings • School Safety Walks • Data collection of implementation of Safe School Plan	VP and CAs	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Parent Principal Pipeline • Create a systematic way in regional schools align critical practices • Data collection to inform feeder patterns and areas of need	Principal and Regional Admin	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
School-Wide Advisory • Focus on Social-Emotional Learning (SEL) through lessons in which students and teachers understand and manage their emotions • Set and achieve positive goals • Feel and show empathy for others • Establish and maintain positive relationships • Make responsible decisions. • Admin and CCR team will work with district level support to conduct walk-throughs and offer ongoing support to staff.	CCR Team, VP and Teachers	Weekly, with observations as needed

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Democracy in Schools Program • To provide high-quality civic learning experiences that allow young people to develop the knowledge, skills and dispositions that facilitate informed participation in public life. • Promote civic equality, and build 21st century competencies • Improve school climate and reduce misbehaviors. • Dedicated to expanding and improving civic learning experiences across the curriculum.	History Lead, CCD and VP	Weekly

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

CF Pivot Team

Owner(s):

Admin and CF Pivot Team

Timeline:

Ongoing

- Determine areas of focus for the site as a whole
- Meet periodically to collaborate on and monitor data.
- Provide timely feedback and support, as needed.
- Site Leaders will engage in strategic learning opportunities that directly impact school improvement.

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

Unbound Ed Standards Institute

Owner(s):

Admin and Site Team

Timeline:

Daily

- Training to support students by providing high-quality, aligned curricula.
- Teachers deliver the comprehensive support needed to help all students meet the rigorous demands of grade level standards.

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

ASA Tutorial

Owner(s):

VP, CCR Team and Teachers

Timeline:

Bi-Weekly

- To systematically address and support our bold stance and district goals that every student can and must learn at grade level and beyond and excel in reading, writing and math.
- This process will ensure equity among all students and provide an early intervention when gaps occur in student learning by upholding our regional belief that "All means all" while we work together to increase and accelerate student achievement.

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

On Campus RCA

Owner(s):

Admin and SESS

Timeline:

Daily

- Will report directly to SESS
- Support the social emotional needs of students.
- Facilitate Restorative Practices
- Maintain a caseload to pre-asses and follow up on Tier 2 students, as needed.

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

Ongoing Instructional Services through multiple measures:

- 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

Specify enhanced services for EL students:

Ongoing Services and Support through multiple measures:

- 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 SMARTgoal and response plan
- Home-School Liaison
- Teaching Fellows
- Public translating services
- PLUS Teacher-Support
- Field Trips
- Celebrations

Specify enhanced services for low-performing student groups:

Ongoing Services and Support through multiple measures:

- Professional learning opportunities: Standards Institute Training, AVID Summer Institute, EL Lab Schools, Accountable Communities and district PLI training
- Teachers who attend Standards Institute will learn effective strategies for addressing cultural bias and ensuring equity and access for all students, especially students of color.
- Students are recommended for AVID based on GPA and teacher reference. This will impact students "in the middle of the road" who have college potential.
- The EL Lab school will impact students through providing cross-cutting strategies to teachers that will benefit all students and help EL students reach redesignation.
- Class sets of laptops will be provided to all teachers in order to access technology in meaningful ways to engage students and allow them to collaborate through our site blended learning model through station rotations.
- Teachers will develop comprehensive plans for SBAC and IReady prep in order to improve student readiness and ability to navigate systems as they progress.
- All advisory classes will create online portfolios via MeSpace to develop SEL skills and goal-setting through class sets of laptops
- The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan.
- Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed.
- Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
- Goal-setting in advisory periods
- Tier 1 Intervention support
- Integrate ELD standards in daily lessons
- Zero-Period Intervention
- 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
- PLI Teacher support
- TSA Support

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

Ongoing Communication through multiple measures:

- Parent Center and Meetings
- 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 and community events
- Student Agendas
- Student/Parent Handbook
- Beginning of the year Orientation
- Course syllabi provided at the beginning of the year

Describe Professional Learning related to this action:

Ongoing Professional Learning through multiple measures:

- Conferences: PLC and AVID
- 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, Restorative Practices, redirecting behavior, and building positive relationships
- ATLAS Documentation Protocol refinement and articulation

- Monthly Newsletter
- Weekly School Messenger
- Monthly parent 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 explanation of scores
- Parent/Teacher/Admin restorative conferences and re-entry meetings
- Suspension reports: re-entry process
- Parent and student recognition

Action 2

Title: Action #8 Attendance

Action Details:

By June 2020, our attendance rate will meet or exceed 98%

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. All Terronez teachers will continue to participate in professional learning opportunities, including Standards Institute Training, AVID Summer Institute, EL Lab Schools, Accountable Communities and district PLI training that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan. A Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. Throughout the academic school year, Terronez Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement. 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. An RCA will report directly to SESS to support the social emotional needs of students and to facilitate Restorative Practices and maintain a caseload to pre-asses and follow up on Tier 2 students, as needed. This structure will promote a 2% decrease or higher of students who are chronically during the 2019-20 school year as measured by attendance records and SARB referrals.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Create and maintain a comprehensive support program to improve attendance	SESS, Attendance Clerk, Admin Team and Teachers	Ongoing

- 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 specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Safety Team	VP	Daily

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
CF Pivot Team	Admin and CF Pivot Team	Ongoing

- Determine areas of focus for the site as a whole
- Meet periodically to collaborate on and monitor data.
- Provide timely feedback and support, as needed.
- Site Leaders will engage in strategic learning opportunities that directly impact school improvement.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Unbound Ed Standards Institute	Admin and Site Team	Daily

- Training to support students by providing high-quality, aligned curricula.
- Teachers deliver the comprehensive support needed to help all students meet the rigorous demands of grade level standards.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
On Campus RCA	Admin and SESS	Daily

- Will report directly to SESS
- Support the social emotional needs of students.
- Facilitate Restorative Practices
- Maintain a caseload to pre-asses and follow up on Tier 2 students, as needed.

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

Ongoing Instructional Services through multiple measures:

- 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 EIIS 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 databases and software to use for Blended Learning
- Access to school library for independent reading
- Paper, pencils, markers,whiteboards, poster paper, notebooks, and composition books
- Field Trips
- Celebrations

Specify enhanced services for EL students:

Ongoing Services and Support through multiple measures:

- 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 SMARTgoal and response plan
- Home-School Liaison
- Public translating services

Specify enhanced services for low-performing student groups:

Ongoing Services and Support through multiple measures:

- Professional learning opportunities: Standards Institute Training, AVID Summer Institute, EL Lab Schools, Accountable Communities and district PLI training
- The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan.
- Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed.
- Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
- Goal-setting in advisory periods
- Tier 1 Intervention support
- Integrate ELD standards in daily lessons
- Zero-Period Intervention
- 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
- PLI Teacher support
- TSA Support

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

Ongoing Communication through multiple measures:

- 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 and community events
- Student Agendas

Describe Professional Learning related to this action:

Ongoing Professional Learning through multiple measures:

- Conferences: PLC, AVID, ASCD and/or WestED
- Restorative conversations
- Advisory Protocols
- “Start on Time” Protocols

- Student/Parent Handbook
- 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 parent Coffee Chats
- Monthly VIP group
- Quarterly workshops
- School Web-Site
- School-wide Communication Plan
- Redesignation celebrations

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 scheduled quarterly
- Weekly School Messenger

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0423 Terronez Middle School (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Mat & Supp			: Student incentives (for Actions 1-8)	10,000.00
G4A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	RCA	56,026.00

$66,026.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0423 Terronez Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies (for Actions 1-8). No food or incentives.	1,633.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Teacher/student technology (for Actions 1-8)	15,000.00
G1A1	ESSA School Imp	Instruction	Teacher-Regu	Teacher, Middle School	0.2000		21,248.00
G1A1	ESSA School Imp	Instruction	Teacher-Subs			Teacher Substitutes for Accountable Community Planning (for actions 1-8)	18,000.00
G1A1	ESSA School Imp	Instruction	Teacher-Supp			Supplemental contracts for planning/RTI (for Actions 1-8)	13,500.00
G1A1	ESSA School Imp	Instruction	Oth Cls-Supp			AVID Classified Tutors (for Actions 1-8)	965.00
G1A1	ESSA School Imp	Instruction	Mat & Supp			: Materials and supplies: AASC and SPED (for Actions 1-8). No food or incentives.	17,475.00
G1A1	ESSA School Imp	Instruction	Cons Svc/Oth			AVID Contract : AVID Program Contract (for Actions 1-8)	5,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance and Copier for Staff/Lease (for Actions 1-8)	8,500.00
G1A1	Sup & Conc	Instruction	Direct Trans			: Transportation for teachers/students (for Actions 1-8)	20,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics (for Actions 1-8)	5,000.00
G1A2	Title 1 Basic	Instruction	Oth Cls-Supp			Tutors (for Actions 1-8)	2,226.00
G1A2	ESSA School Imp	Instruction	Nc-Equipment			: Student technology and equipment (for Actions 1-8)	16,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Teacher/student technology and equipment (for Actions 1-8)	23,012.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct maintenance/Equipment maintenance (for Actions 1-8)	2,000.00
G1A2	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Admin Substitutes (for Actions 1-8)	2,400.00
G1A3	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.2000		22,500.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			Parent involvement, Parent Classroom Furniture (for Actions 1-8). No food or incentives.	6,155.00
G1A3	ESSA School Imp	Instruction	Teacher-Supp			Supplemental contracts for summer/winter planning and tutorials (for actions 1-8)	13,500.00
G1A3	ESSA School Imp	Instruction	Bks & Ref			: iReady Contract-Site License	4,000.00
G1A3	ESSA School Imp	Instruction	Travel			: Teacher/admin conferences and professional learning (for Actions 1-8)	67,407.00
G1A3	ESSA School Imp	Instruction	Cons Svc/Oth			Education Elements : PLI Program Education Elements (for Actions 1-8)	14,000.00
G1A3	ESSA School Imp	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : iReady Contract-Professional Learning	2,000.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and supplies (for Actions 1-8)	18,000.00
G1A4	Title 1 Basic	Attendance & Social Work Service	Local Mileag			: Mileage (for Actions 1-8)	300.00
G1A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1558	Liaison, Home/School Spanish	10,827.00

G1A4	LCFF: EL	Instruction	Mat & Supp			: ELPAC Incentives (for Actions 1-8)	1,001.00
G1A4	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.5942	Liaison, Home/School Spanish	41,290.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Radios (for Actions 1-8)	5,500.00
G2A1	Sup & Conc	Instruction	Direct-Maint			: Campus Safety/Gates (for Actions 1-8)	5,000.00
G2A1	Sup & Conc	Instruction	Direct-Food			Direct food services (for Actions 1-8)	1,000.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Student incentives (for Actions 1-8)	10,000.00
G4A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	RCA	56,026.00
							$450,465.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$47,814.00
ESSA School Imp	3182	$193,095.00
Sup & Conc	7090	$167,265.00
LCFF: EL	7091	$42,291.00
Grand Total		**$450,465.00**

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	$372,939.00
G2 - All students will engage in arts, activities, and athletics	$11,500.00
G4 - All students will stay in school on target to graduate	$66,026.00
Grand Total	**$450,465.00**