Terronez Middle School

10621666112882

Principal's Name: Zerina Hargrove-Brown

Principal's Signature:

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

Terronez Middle School

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

2016 - 2017 SPSA Needs Assessment

SCHOOL : Terronez ▼ [Select]

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	Middle	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	13/17	7.1 %
☐	Middle	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	13/17	92.9 %
☐	Middle	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	11/17	80.61 %
☑	Middle	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	11/17	18.59 %
☐	Middle	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	10/17	31.37 %
☐	Middle	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	9/17	36.13 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	Middle	EL	1- English Proficiency	6017	Number and percentage of English Learner students who demonstrated	13/16	33.64

		Redesignation	Growth		expected growth on the most recent academic and language assessments		%
☐	Middle	EL Redesignation	2- Borderline Eligibility Pool	5990	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	12/16	22.73 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Middle	High School Readiness	1- EIIS Red Zone Rate	6643	Number and percentage of K-12th grade students meeting all 3 EIIS Red Zone (or higher) criteria	9/17	4.65 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Middle	Suspension	2- Disproportionality	5976	Number and percentage of students with 1 or more total suspension incidents whose subgroups are more than 10% negatively disproportionately represented	12/17	100 %
☐	Middle	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	12/17	12.66 %
☐	Middle	Chronic Absenteeism	2- Appropriate Attendance Intervention	5957	Number and percentage of 7-8th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	11/17	32.65 %
☑	Middle	Suspension	3- Appropriate Behavior Intervention	6282	Number and percentage of 7-8th grade students with one or more suspension incidents (on-campus and/or out of school) and have an appropriate ATLAS Portfolio admin entry or SESS contact	9/17	54.55 %

5 Climate Culture

Growth Opportunity Indicators

EOY

Selected	Segment	Element	Subelement	ID	Description	Rank	14-15
☑	Middle	Student Engagement	3-Disproportionality	[5944](#)	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	11/17	25.23 %

Instructional Superintendent Approval : ○ No ◉ Yes | Approval Date : 03/28/2016

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	☐ (yellow)	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 1	*Detail the action:* Teachers will utilize 21st-century innovative tools to successfully implement CCSS and ensure that students are engaged in activities that foster higher-order thinking skills. Teachers will incorporate mathematical practices with embedded focus, coherence, and rigor and readily access instructional resources, participate in professional learning, Accountable Communities, and district IPLs that emphasize the "5E" instructional model and research-based strategies/structures that will narrow the student's focus for deeper understanding.

SQII Element: **Math (SBAC)**	*SQII Sub-element(s):* **6169**	*Site Growth Target:* **17%**	*Vendor (contracted services)*

☐ (yellow) *New Action* ☐ *On-going*	*Reasoning:* ☐ (yellow) *Data* ☐ (yellow) *Research-based* ☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point:
By May of 2017, 17% of all students will meet or exceed standards as measured by the SBAC.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	Owner(s)	Timeline
1. Math Diagnostic Assessment o Administer to incoming 6th grade, end of 7th, and to exiting 8th grade. Provide information to feeder schools and high school as part of our vertical articulation model in the Sunnyside Region o Analyze to identify specific gaps and ensure appropriate student placement in math courses.	1. Academic Counselor and Math AC	1. Administer in June to incoming and exiting students
2. District Interim Assessments o Number of students meeting or exceeding standards on District Interim #1 will increase to 52% and Interim #2 will increase to 25% (SQII #6258)	2. VP and Math AC	2. Administer according to District Assessment Calendar
3. School-wide Common Formative Assessments	3. Math AC & ILT	3. Administer quarterly

o AC teams will administer a minimum of 2 formative assessments using Illuminate, MARS, FALs, or SBAC Practice and Summative Tests		

4. Walkthrough Data
 o   Collect information for the purpose of monitoring and analyzing the:
  ▪   Implementation of lesson design as applied by 5 E's
  ▪   Evidence of tenants of the Instructional Practice Guide
  ▪   8 Mathematical Practices
  ▪   Classroom Foundations
	4. Admin & ILT
	
	5. Admin
		4. Daily and reported weekly
		
		5. Daily and reported weekly

5. Supervision and Evaluation Practices o Analyze walkthrough data to determine trends and patterns to address instructional practices o Calibrate how we collect information and provide feedback o Utilize iAchieve for feedback o Develop and provide a feedback communication plan	6. ILT	6. Weekly
6. AC's apply the practices outlined in <u>Learning By Doing</u> o Analyze and evaluate data to determine teacher's needs o AC Foundations o Establish AC goals o Administrators will support different content area teams o Collaboration time will be made available for teachers to plan in summer and during the year to focus on common lessons and assessments focused on literacy.		

Explain the Targeted Actions for Parent Involvement (required by Title I):
Ongoing Communication through multiple venues
- Quarterly SSC and ELAC meetings to disseminate data and gather input
- Newsletter
- Weekly School Messenger
- Annual Title I Meeting
- Monthly Coffee Chats

- Monthly VIP group
- School Web-site

Parents are informed of their child's progress by but not limited to:
- Bi-Monthly progress reports sent home with students
- Quarterly report cards mailed home
- Edu-text
- ATLAS parent portal
- Parent-teacher conferences held each semester. Assessment results will be shared and goals will be set with parents

Describe related professional learning:
- District iPL
- Implementation of lesson design as applied by 5 Es
- Calibration of tenants contained in the Instructional Practice Guide
- Utilize Coherence Map, Progressions Document and 8 Mathematical Practices in planning
- Blended learning for utilizing technology for individualized instruction
- Integrate ELD standards
- Application of practices outlined in <u>Learning By Doing</u>
- Academic Response to Intervention
- Data-driven decision making

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Students track assessment data, set goals, and reflect during Advisory periods
- Go Math curriculum
- Academic Counseling
- After-school and lunch tutorials
- Comprehensive Response to Intervention program to provide universal supports to all students within the school day

Supplies to include but not limited to:
- *Technology*: tablets, headphones, document cameras, printers, LCD projectors, licenses for databases and software to use for blended learning
- *Supplemental reading resources*:
- *Supplies*: paper, pencils, markers, whiteboards, poster paper
- *Field Trips*

- *Celebrations*

Specify additional targeted actions for EL students:
- Integrate ELD standards
- Reading, writing, speaking, and listening in every lesson
- Groups collaborative work
- Sentence frames to support speaking and writing
- Testing in small groups in PLUS classes

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Materials & Supplies				Student rewards and incentives	5,000
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts	5,813
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent involvement – No Food or Incentives	4,294
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology Equipment/Programs	47,731
1	1	Sup & Conc	Instruction	Copier Maintenance				Maintenance	2,500
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	10,000
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	40,000

		Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies	10,000
1	1							Total	$125,338

Domain	[X]	**1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates**	[ ]	**2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates**	[ ]	**3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates**

Action # 2	*Detail the action:* In accordance with our 2014-15 SBAC 18.6 % of students met or exceeded standards and in alignment with our 2015 Problem Of Practice (POP) as well as regional literacy goal, teachers will effectively engage students in reading, writing, speaking and listening (RWSL) through complex texts, complex talks, and complex tasks as measured by classroom walk through data, DRP, AC common assessments and Illuminate data. This structure will promote an increase of 11% or higher of students meeting or exceeding standards for the 2016-17 school year as measured by SBAC.

*SQII Element: **ELA (SBAC)***	*SQII Sub-element(s): **5926*** ***Standard Met or Exceeded = 18.6%***	*Site Growth Target:**30%***	*Vendor (contracted services)*

[ ] *New Action*	[ ] *On-going*	*Reasoning:*	[ ] *Data*	[ ] *Research-based*	[ ] *Local Knowledge/Context*

Write a SMART Goal to address each data point:
By May of 2017, 30% of all students will meet or exceed standards as measured by the SBAC.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)*	*Owner(s)*	*Timeline*
1. Reading Inventory o Administer to 7th and 8th grade students. o Analyze to identify specific gaps to inform instruction	1. ELA AC and ILT	1. Administer in August
2. Degrees of Reading Progress o Number of students at or above grade level on Fall DRP will increase to 36% and Spring DRP to 42% o Administer to 7th and 8th grade students o Analyze to identify specific gaps to inform instruction	2. VP and ELA AC	2. Administer according to District Assessment Calendar

3. District Interim Assessments o Number of students meeting or exceeding standards on District Interim #1 will increase to 50% and Interim #2 will increase to 25% (SQII #6256)	3. VP and ELA AC	3. Administer according to District Assessment Calendar

4. School-wide Common Formative Assessments
   o AC teams will administer a minimum of 2 formative assessments using Illuminate and SBAC Practice and Summative Tests. Assessments will address the literacy skills/standards of focus in the school interdisciplinary literacy map.
   o 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
   o ELA teachers will provide a pre and post common "on demand" writing assignments aligned to the scope and sequence and will use the rubric assigned for assessment. (Community of Practice; Problem of Practice)
	4. ELA, History, and Science ACs & ILT	4. Administer quarterly

5. Walkthrough Data
   o Collect different information for the purpose of monitoring and analyzing the:
      ▪ Evidence of tenants of the Instructional Practice Guide
      ▪ Focus skills/standards of quarterly school inter-disciplinary literacy map
      ▪ Classroom Foundations
	5. Admin & ILT	5. Daily and reported weekly

6. Supervision and Evaluation Practices
   o Analyze walkthrough data to determine trends and patterns to address instructional practices
   o Calibrate how we collect information and provide feedback
   o Utilize iAchieve for feedback and professional growth
   o Develop and provide a school-wide feedback communication plan
   o Administrators will be in classrooms 80% of the school day
   o Follow all formal evaluation procedures and timelines as delineated in our CBA
	6. Admin	6. Daily and reported weekly

7. AC's apply the practices outlined in <u>Learning By Doing</u>
   o Analyze and reevaluate data to determine teacher needs and student supports
   o Use research-based rubric to evaluate and assess current reality of AC effectiveness
	7. ILT, Teachers, Admin	7. Weekly

o Establish AC goals o AC Foundations o Administrators will support different content area teams o Collaboration time will be made available for teachers to plan in summer and during the year to focus on common lessons and assessments focused on literacy.		

Explain the Targeted Actions for Parent Involvement (required by Title I):
Ongoing Communication through multiple venues
- Quarterly SSC and ELAC meetings to disseminate data and gather input
- Newsletter
- Weekly School Messenger
- Annual Title I Meeting
- Monthly Coffee Chats
- Monthly VIP group
- Saturday workshops
- School Web-site

Parents are informed of their child's progress by but not limited to:
- Bi-Monthly progress reports sent home with students
- Quarterly report cards mailed home
- Edu-text
- ATLAS parent portal
- Parent-teacher conferences held each semester. Assessment results will be shared and goals will be set with parents

Describe related professional learning:
- District iPL
- 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

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- District adopted curriculum utilizing *complex text, talk, task*
- Academic Counseling
- Students track assessment data, set goals, and reflect during Advisory periods
- After-school and lunch tutorials
- Comprehensive Response to Intervention program to provide universal supports to all students within the school day
- All students will engage in a range of structured learning, including but not limited to: *collaborative learning, small group instruction, inquiry between and among disciplines, interdisciplinary units, real world applications, and gradual release models of instruction*
- All students will receive instruction using school-wide common strategies:
  - *Cloze reading*
  - *Nine DRP strategies*
  - *Annotating text*
  - *Text Dependent Questions*
  - *Cornell Notes*
  - *Seminars: Paidea/Socratic, and Philosophical Chairs*
  - *Students form questions to address range of DoK*
- Supplies to include but not limited to:
  - *Technology*: tablets, headphones, document cameras, printers, LCD projectors, licenses for databases and software to use for blended learning
  - *Supplemental reading resources*:
  - *Supplies*: paper, pencils, markers, whiteboards, poster paper
  - *Field Trips*
  - *Celebrations*

Specify additional targeted actions for EL students:
- Integrate ELD standards
- Reading, writing, speaking, and listening in every lesson
- Groups collaborative work
- Sentence frames to support speaking and writing
- Testing in small groups in PLUS classes

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Travel				Teacher/Administration PL Conferences	10,000
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Teacher/Student Technology	20,000
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher Subs	5,713
2	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts Winter Summer Planning/RTI	11,624
								Total	$47,337

Domain	☑	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☑	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*
Action # 3		*Detail the action:* The number of EL and LTEL students who pass the CELDT test continues to increase meeting one of the re-designation criteria. However, even though our LTELs continue to make gains they do not meet other indicators necessary for re-designation (DRP/Illuminate Score). Data indicates 35 (23 of the 35 are 7th graders) out of 81 LTELs need to pass another component (DRP/Illuminate) in order to be re-designated as R-FEP. In order to accomplish this goal, teachers will consistently implement research-based strategies and incorporate integrated ELD standards assuring students who are learning English as a new language can access, engage with, and achieve success in grade-level academic content areas. Thus, our EL students will continue to meet the R-FEP criteria and develop readiness for college, career, and civic life attaining the capacities of literate individuals; become broadly literate and acquire the skills for living and learning in the 21st century.				

SQII Element: **EL Redesignation**	*SQII Sub-element(s):* #6017 **English Proficiency Growth**	*Site Growth Target:* 44%	*Vendor (contracted services)*
☐ *New Action* ☑ *On-going*	*Reasoning:* ☐ *Data* ☑ *Research-based* ☐ *Local Knowledge/Context*		

Write a SMART Goal to address each data point: **By June 2017, 44% of EL students will be redesignated as measured by the CELDT and DRP scores.**		
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)*	*Owner(s)*	*Timeline*

1. **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
   • AC teams will administer a minimum of 2 formative assessments using Illuminate and SBAC Practice and Summative Tests. Assessments will address the literacy skills/standards of focus in the school interdisciplinary 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
   • Administration will monitor the use of the tenants on the IPG
   • Teachers will use Illuminate as a tool to create student assessments.
	1. ILT, AC's, Teachers	• Ongoing

2. **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 ELD plan
   • ELs will progress through the ELD continuum as measured by EL monitoring tool, R-FEP, and Individualized Language Instructional Plan
      i. CELDT and DRP data chats
      ii. LTEL indicator
   • Integrated ELD standards across disciplines as evidenced in lesson plans and classroom walkthrough data
	2. ILT
	EL Site Rep,
	Teachers
		• August, September and October
		Ongoing

Explain the Targeted Actions for Parent Involvement (required by Title I): Ongoing Communication through multiple venues • Quarterly SSC and ELAC meetings to disseminate data and gather input • Newsletter • Weekly School Messenger		

- Annual Title I Meeting
- Monthly Coffee Chats
- Monthly VIP group
- Saturday workshops
- School Web-site

Parents are informed of their child's progress by but not limited to:
- CELDT scores will be provided to all parents with an explanation of its meaning
- Parent-teacher conferences held each semester to discuss academic progress regarding ELLs
- Parent and student recognition

Describe related professional learning:
- The key themes of ELA/Literacy and ELD instruction presented in the framework—meaning making, language development, effective expression, and content knowledge
- Teachers will analyze the ELD standards and to revisit our school-wide ELD standards focus areas to develop best teaching practices for implementing ELD standards
- Refine school-wide interdisciplinary literacy map

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- EL students will participate in CELDT seminars
- ELs will receive differentiated instruction to address their levels of proficiency according to the language continuum
- Voluntary Saturday workshops aimed and building college, career, and civic life capacities
- Focus students who meet specific criteria will be assigned a PLUS teacher and participate in one on one chats as it relates to CELDT; ELDA; DRP; Grades (5:1)
- Through Middle School Redesign and the use of PLUS classrooms, EL students will be grouped together and receive specific strategic lessons on literacy including reading, writing, speaking, listening and critical thinking skills
- PLUS Teachers will create and administer lessons which address enduring literacy skills across all content areas. Students will be placed homogeneously to allow for appropriate interventions including EL strategies, and accelerations of groups of students.
- Supplies to include but not limited to:
  - *Technology*: tablets, headphones, document cameras, printers, LCD projectors, licenses for databases and software to use for blended learning
  - *Supplemental reading resources*:
  - *Supplies*: paper, pencils, markers, whiteboards, poster paper
  - *Field Trips*
  - *Celebrations*

Specify additional targeted actions for EL students:									
- Home-School Liaison									
- Public translating services									
- EL Summer School									
- Field trips									
- Celebrations									

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	3	EL	Instruction	Materials & Supplies				Materials and Supplies	3,000
3	3	EL	Instruction	Materials & Supplies				Incentives and Rewards	2,225
3	3	EL	Parent Participation	Materials & Supplies				Parent Involvement	1,500
3	3	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.7500			42,043
								Total	$48,768

Domain	🟨	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	☐	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	☐	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 4	*Detail the action:* Staff will promote all students to perform to their highest potential academically and behaviorally. Students' progress will be monitored through Early Identification and Intervention System tool (EIIS). There are a total of 221 students for the third quarter identified in the red and purple zone for behavior and attendance. Staff will be provided strategies through professional learning on how to work with high risk students and ways to identify student's triggers to promote a more positive working relationship within the classroom in efforts to decrease the amount of students categorized as high risk in the red and purple zone of EIIS. In addition, students identified in the red and purple zone, will receive social/emotional support through group or individual counseling. School-wide attendance/social awareness incentives will occur as level 1 interventions for all students.					
SQII Element: **High School Readiness**	*SQII Sub-element(s):* **#6017 EIIS Red Zone Rate**		*Site Growth Target:* **43%**		*Vendor (contracted services)*	

New Action ☐ On-going	Reasoning: ☐ Data ☐ Research-based ☐ Local Knowledge/Context

Write a SMART Goal to address each data point:
By June 2017, 43% of students will be on track to graduate as measured by attendance rate and the EIIS behavior and academic criteria (green zones) in the current academic year.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)*	*Owner(s)*	*Timeline*

1. **Create and maintain a comprehensive support program to improve attendance**
  o Monitoring
    ▪ Daily attendance
    ▪ SQII indicators
  o Identify chronic absentees and tardy students
    ▪ Implement "Start on Time" to identify students and give consequences
  o Attendance Interventions developed by Attendance Intervention (AI) and Student Attendance Review Team (SART)
    ▪ Conduct parent intervention meeting (AI)
    ▪ Individual family meeting with SART
    ▪ Student Attendance Review Board (SARB) meetings with parents
    ▪ SESS logs home visits in ATLAS
  o Student rewards and incentives
	1. SESS Counselor, Attendance Clerk, Administration, Teachers
	
	Academic Counselor
	
	SESS and SART TEAM
		1. Ongoing
		
		T2 – After 6 unexcused absences (AI)
		T3- After 9 unexcused absences (SART)
		3 additional absences from T3 level (SARB)

2. **Create and maintain academic counseling responsive services**
  o New student enrollment and intake
  o Quarterly D/F Academic Chats
  o Parent meetings
    ▪ SSTs
    ▪ 504s
    ▪ Class concerns
  o EIIS Referrals (SQII Indicators)
  o University Visits
  o Student rewards and incentives
  o High School articulation
	2. Academic Counselor	2. Ongoing

Explain the Targeted Actions for Parent Involvement (required by Title I):
Ongoing Communication through multiple venues
- Quarterly SSC and ELAC meetings to disseminate data and gather input
- Annual Title I Meeting
- Monthly workshops
- Bi-monthly progress reports
- Parent Meetings every quarter
- Beginning of the year Orientation
- Course syllabi provided at the beginning of the year
- Parents will receive phone calls when students are receiving services at school as well as when students fall into the red zone of the EIIS system

Describe related professional learning:
- Grading practices
- Collaboration between attendance clerk and admin team on process for monitoring student attendance and communicating to SESS
- How to take correct attendance, procedures and expectations
- Advisory protocols for academic goal setting for students

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Bi-monthly progress report monitoring and goal setting during Advisory class
- After school tutorial
- Perfect attendance will qualify for incentive programs
- Students who meet EIIS yellow zone will be processed through the student support services referral business process
- Simulation of credit based requirements
- Supplies to include but not limited to:
    o *Technology*: tablets, headphones, document cameras, printers, LCD projectors, licenses for databases and software to use for blended learning
    o *Supplemental reading resources*:
    o *Supplies*: Student agendas, paper, pencils, markers, whiteboards, poster paper
    o *Field Trips*
    o *Celebrations*
- Quarterly Rallies focused on College and Career Readiness
- Students with qualifying grades will participate in awards assembly
- Career/Counseling Center

Specify additional targeted actions for EL students:
- Home-School Liaison
- Field trips
- Celebrations

Domain *Rates*	☐	*1. Academic – Performance/Growth/ Completion/Retention/Graduation*	☒ X	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 5	*Detail the action:* We will create a 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 types of systems data. Our culture and climate team will work with the teachers and administration to ensure school wide discipline policies are implemented as well as our SEL and class meetings delivered through a daily advisory period. We will work as a staff to …

SQII Element: **Suspension**	*SQII Sub-element(s):* **#6282** **Appropriate Behavior Interventions**	*Site Growth Target:* **45%**	*Vendor (contracted services)*

☒ *New Action*	☐ *On-going*	*Reasoning:*	☒ *Data*	☒ *Research-based*	☒ *Local Knowledge/Context*

Write a SMART Goal to address each data point:
By June 2017, the number of students with one or more suspension incidents will decrease to 45% or lower.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	*Owner(s)*	*Timeline*
1. **Implementation of CHAMPS in every classroom**	1. Teacher	*1.* Ongoing
2. **Strengthen RTi for Social Emotional Support** 　o　Suspension conferences 　o　Behavior support team 　o　Tier 2 self-contained class	2. Teachers, Administration, S/E support Staff	*2.* Ongoing
3. **School-wide discipline policy and practices** 　o　3- level system	3. Teachers, Administration	*3.* Ongoing

4. **Monitoring**
   ○ Parent, Teacher, and Student SEL surveys
   ○ Walk-through data
   ○ Data on expulsion and suspension incidents
   ○ Transition Center Data
   ○ Monitor number of behavior incidents and student referrals
	4. Administration, Transition Teacher, Teachers, Students	4. Quarterly, Weekly

5. **Culture & Climate Team Meetings and Data**	5. Culture Climate Team, All Stakeholders	5. Ongoing
6. **Mens' and Womens' Alliance Caseload Data**	6. Students Teachers	6. Ongoing
7. **Peer Mediation Data**	7. Administration, Teachers, Students	7. Ongoing

8. **Group counseling Referrals**
   ○ Self-esteem
   ○ Self-harm
   ○ Anger management
   ○ Self-control
	8. SESS Counselor	8. Ongoing

9. **Safety Team meetings**	9. CA, VP	

Explain the Targeted Actions for Parent Involvement (required by Title I):
Ongoing Communication through multiple venues
- Quarterly SSC and ELAC meetings to disseminate data and gather input
- Annual Title I Meeting
- SEL family survey
- Monthly coffee hour to discuss current events and trends on campus
- Suspension support: re-entry process

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Describe related professional learning:
- 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

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

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Specify additional targeted actions for EL students:
- Home-School Liaison
- Field trips
- Celebrations

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Domain ☐	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐ *2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐▣ *3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 6	*Detail the action:* *We had a lot of students participating in extracurricular clubs and athletics this year, however the consistency of inputting and tracking data for student participation was not consistent. In an effort to alleviate this gap as well as ensure all students are connected, we will have monthly data checks to assess and monitor data input. We will also have additional NTA support to work with our campus culture director to provide student activities.*

SQII Element: **Student Engagement**	*SQII Sub-element(s):* **#5944 Disproportionality**	*Site Growth Target:* **15%**	*Vendor (contracted services)*

▣ *New Action* ☐ *On-going*	*Reasoning:* ▣ *Data* ☐ *Research-based* ☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point:
By June 2017, the percentage of unduplicated students not engaged in any Goal 2 activities will decrease to 15% or less

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	Owner(s)	Timeline
1. **Monthly monitoring of Goal 2 student engagement data using the following:** - Number and percent of Goal 2 opportunities offered - Number and percent of students not involved in Goal 2 2. **School Culture and Climate Survey data (District SEL)** 3. **Site Culture and Climate team data** - Common Area expectation survey - Team effectiveness survey 4. **Safety Meetings** - Weekly with CA and VP to monitor trends - Safe School Leadership Team (safety plan)	1. Culture & Climate Director, Athletic Director, Club Advisors 2. Admin 3. Staff, Culture Climate Team 4. Vice Principal, Campus Safety Assistant	1. Monthly 2. Yearly 3. Onging 4. Weekly Meeting

Explain the Targeted Actions for Parent Involvement (required by Title I):
- Quarterly SSC and ELAC meetings to disseminate data and gather input
- Annual Title I Meeting
- Portfolio night
- Communication website, weekly messenger, calendar, newsletter,
- Parent University
-

Describe related professional learning:
- Rules of the Road in-service
- WEB training
- VAPA continued off-site PL opportunities
- Professional learning will be provided to teachers and support staff on climate/culture and social emotional initiatives which include strategies for classroom management, redirecting behavior, and building positive relationships

•	Climate and Culture team will in-service on safety protocols for students and staff

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Students will receive quarterly expectations and safety presentation from Vice Principal, SESS and Academic Counselor
- Students will attend advisory classes with lessons focused on anti-bullying and promoting a safe campus
- Students will participate in bi-annual club fair
- 8th grade students will participate in high school shopping faire
- Qualifying 7th grade students will attend field trips to magnet high schools
- WEB meeting with participating students to teach leadership and social emotional skills
- Associated Student Body
- Electives: Spanish I and Spanish for Natives, Band, Orchestra, Choir, Technology, Leadership, Journalism, Dance
- After school program
- Athletics
- Expectations Assemblies
- Advisory period
- Lunch clubs
- Rules of the Road instruction
- NTA's

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation	2,000
								Total	$2,000

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Terronez - 0423

ON-SITE ALLOCATION

3010	Title I	$45,918 *
7090	LCFF Supplemental & Concentration	$128,757
7091	LCFF for English Learners	$48,768

TOTAL 2016/17 ON-SITE ALLOCATION   **$223,443**

*	Title I requires a specific investment for Parent Involvement	
	Title I Parent Involvement - Minimum Required	$1,242
	Remaining Title I funds are at the discretion of the School Site Council	$44,676
	Total Title I Allocation	$45,918

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

February 12, 2016

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0423 Terronez Middle School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies	10,000.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent innvolvement	4,294.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts	5,813.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	40,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Student rewards and incentives	5,000.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology Equipment/Programs	47,731.00
1	1	Sup & Conc	Instruction	Copier Maint			Maintenance	2,500.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics	10,000.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts Winter Summer Planning/RTI	11,624.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Teacher/Student Technology	20,000.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs	5,713.00
2	1	Sup & Conc	Instruction	Travel			Teacher/Administration PL Conferences	10,000.00
3	3	EL	Instruction	Mat & Supp			Incentives and Rewards	2,225.00
3	3	EL	Instruction	Mat & Supp			: Materials and Supplies	3,000.00
3	3	EL	Parent Participation	Mat & Supp			Parent Involvement	1,500.00
3	3	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.750		42,043.00
6	3	Sup & Conc	Instruction	Direct Trans			Transportation	2,000.00

	$223,443.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$45,918.00
Sup & Conc	7090	$128,757.00
EL	7091	$48,768.00
Grand Total		**$223,443.00**

Domain Totals	Budget Totals
Academic	$172,675.00
Culture & Climate	$50,768.00
Grand Total	**$223,443.00**

05/03/2016

E.1. Assurances

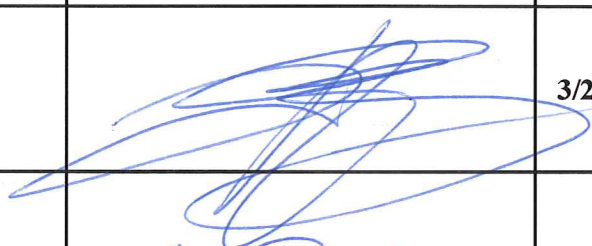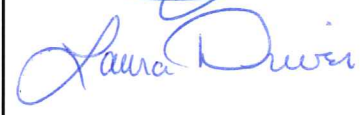| |
|---|
| The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually. |
| The SSC, and all advisory committees, are formed in accordance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

E.2. 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 – Laura Driver**				X	
3. **Pamela Kennedy**		X			
4. **Kimberly Davis-Castro**		X			
5. **Sean Bryan**		X			
6. **Shelley Sorensen**		X			
7. **Tumani Heights**			X		
8. **Rachel Salinas**				X	
9. **Angelica Guerro**				X	
10. **Victoria Yang**					X
11. **Angelica Salazar**					X
12. **Tanya Rico**					X
13.					
14.					
15.					
☐ **ELAC operated as a school advisory committee.**		☐ **ELAC voted to fold into the SSC - Date_____.**			

Title I School Site:
☐   This site operates as a non-Title I school.

Title I School Site:
☐   This site operates as a non-Title I school.

E.3. Required Signatures

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

Title	Print Name Below	Signature Below	Date
Principal	Zerina Hargrove-Brown		3/29/2016
SSC Chairperson	Laura Driver	*Laura Driver*	3/29/2016 3/29/16

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

Terronez Middle School