

Yosemite Middle

10621666061204

Principal's Name: Nichole Horn

Principal's Signature: 

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

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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.

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

Consolidated Program Assurances

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



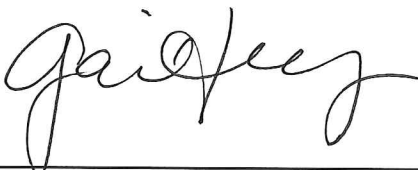
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Nichole Horn	X				
2. Chairperson - Gail Fry		X			
3. Karla Dominguez			X		
4. Alisha Dunlop		X			
5. Nichole Keener		X			
6. Corina Valdivia		X			
7. Pedro Rojo					X
8. Israel Ocampo					X
9. Dayanara Ceren					X
10. Melissa Rodriguez				X	
11. Irma Pimental				X	
12. Raquel Martinez				X	
13.					
14.					

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

Required Signatures

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	Nichole Horn		3/15/17
SSC Chairperson			3/15/17

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Yosemite - 0505

ON-SITE ALLOCATION

3010	Title I	\$44,322 *
7090	LCFF Supplemental & Concentration	\$135,917
7091	LCFF for English Learners	\$81,153
		\$261,392
TOTAL 2017/18 ON-SITE ALLOCATION		\$261,392

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,032
Remaining Title I funds are at the discretion of the School Site Council	\$43,290
Total Title I Allocation	\$44,322

2017 - 2018 SPSA Needs Assessment

SCHOOL : ▼

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	13/17	N/A ³	15.01%	19.17%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	14/17	N/A ³	8.98%	8.32%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	10/17	0.00% ⁴	57.78%	64.17%	58.18%	•LCAP Dashboard - 8OtherPupilOutcomes
<input checked="" type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	13/17	N/A ⁷	N/A ⁷	15.35%	25.31%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A ^{8*}	N/A ⁸	N/A ⁸	0.00%	7.24%	•LCAP Dashboard - 4PupilAchievement

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English	15/16	14.47%	14.55%	13.66%	4.41%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL

								Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
		Learner students redesignated (current progress).						
		Annual Measurable Achievement						
		Objective 2:						
<input type="checkbox"/>	863	Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	12/17*	22.58%	8.33%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	13/16	68.21%	75.00%	66.33%	58.67%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	48	ADA Attendance Rate	6/17	93.28%	93.99%	95.20%	94.87%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	6/17	20.06%	16.95%	13.38%	13.55%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	15/17	N/A ¹⁰	N/A ¹⁰	76.91%	61.13%	•LCAP Dashboard - 5PupilEngagement
<input checked="" type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	3/17	31.55%	0.77%	0.15%	0.30%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	11/17	31.09%	43.91%	27.59%	21.13%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	13/17	1.23%	1.54%	0.90%	0.45%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	1299	Number and percentage of 7th-8th grade students who dropped out	15/17	0.61%	0.31%	2.85%	1.49%	•LCAP Dashboard - 5PupilEngagement
<input checked="" type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	4/17	87.14%	93.37%	94.30%	87.20%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture -

<input type="checkbox"/>	7137	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	16/17	N/A ¹³	N/A ¹³	51.06%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7136	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	11/17	N/A ¹³	N/A ¹³	67.48%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7139	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	6/17	N/A ¹³	N/A ¹³	59.43%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

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

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

Elementary Segment Example:

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

High School Segment Example:

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

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 04/10/2017

Last Edit: ian.gough - 03/17/2017

Save

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

Action # 1

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	19.17	29	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	25.55	35	

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

Detail the Action

ELA - YMS will increase student reading comprehension in ELA as measured by the SBAC, FUSD Interim Assessments, and YMS Common Assessments and Embedded Assessments. Yosemite will implement a comprehensive literacy program, with an emphasis on students scoring significantly below grade level reading as measured by the SBAC, and FUSD Interim Assessments. Yosemite will implement school-wide reading strategies. We will utilize core and plus classrooms for targeting intervention students. Admin will continue to utilize Instructional Practice Guide and provide Professional Learning and follow-up with feedback on implementation of complex text, reading strategies, and metacognitive strategies.

SMART Goals

- By EOY of 2017/18, YMS will increase the percentage of students scoring Meets or Exceeds Standards as measured by ELA SBAC from 19.17% to 29%.
- By EOY of 2017/18, YMS will increase the percentage of students scoring Standard Met or Standard Exceeded on the ELA FUSD interim from 25.55% to 35%.

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

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

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

- SBAC Assessment - ELA

- **Interim Assessments include:**

- o FUSD Interim ELA Assessment
- Common Assessments in ELA
- Instructional Practice Guide

- High School Readiness Indicator for students receiving D's and F's in ELA#6339

- Common Assessment Binders (ELA, HSS, SCI) shared in ILT

- **Data Chats**

- o AC Data Chats utilizing Content Data Binders
- o Individual Data Chats utilizing Content Data Binders

- Data Chats based on Equity and Access Theory of Change

- o SBAC – ELA

- o FUSD Interim Data Chats analyzed by VP

- o High School Readiness analyzed by Academic Counselor

Owner(s):

Owner(s)

Principal, VP, Teachers

Principal, VP, ELA Teachers

Principal, VP, ELA, HSS, SCI Teachers

Principal, VP, ELA, HSS, SCI Teachers

Principal, VP, GLA

Principal, Counselor

Principal, ILT

Principal, VP, GLA, Teachers (ELA, HSS, SCI)

Principal, VP

Timeline:

Timeline

August 2016

FUSD Interim - 3 times a year

YMS Common Assessments Quarterly

Weekly

Every 6 weeks (Progress Reports and Quarter Grades)

Quarterly

Quarterly

Monthly

EOY 2017

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

Parents will receive copies of student progress on SBAC, FUSD Interim, DRP

- Weekly grade reports will be sent home to parents on student progress
- Parent Coffee Hours will include understanding the SBAC, and FUSD Interim and will encourage reading. Coffee

Describe Related Professional Learning:

Accountable Communities:

Each AC will become proficient at utilizing CFA's by using Learning By Doing, creating smart goals, deconstructing standards and released SBAC items, creating CFA's aligned to content and literary standards; analyzing data by grade level, course, period, and student; planning for intervention and next steps; and reflecting on implementation strategies.

Hour to be conducted by Goal 2 specialist in two languages. Goal 2 specialist to translate written information as well.

· Parent education on A-G courses for College Readiness and impact of needing students to meet grade level reading expectations.

Challenging Content (IPG):

- Read Reading Nonfiction: Notice and Note Stances, Signposts, and Strategies (Beers & Probst) and Rigorous Reading (Fisher & Frey) as Staff to build teacher capacity around reading strategies. Staff will commit to utilizing strategies for close reading. (Example - YMS common annotation techniques) – (24/80 hour school hours)
- Buy Back (2 days) on State Standards (16/16 Back Buyback hours)
- ILT will read and present to teams learnings from TDQ Text Dependent Questions, Grades 6-12: Pathways to Close and Critical Reading (Fisher & Frey) (6/54 hours)
- Revisit complex talk, complex tasks, and complex text to address reading, writing, listening, and speaking standards (3/54 hours)
- Engage students in grade level state standards through the use of Scope and Sequence Planning, deconstructed standards, and use of progressions across grade levels (12/80 hour school hours)
- Engage students in higher levels of thinking reaching DOK 2, 3, and 4 using Webb's Depth of Knowledge (3/80 hour school hours)
- Additional AC time for teachers to utilize the Cycle of Continuous Improvement over Winter, Spring, and Summer Breaks through teacher stipends.
- iPL and PLUS training on State Standards modules and mini-tasks.

Ownership (IPG):

- Skillful Teacher – Ch 18. Learning Experiences (3/54)
- ILT will read and present to teams learnings from How to Teach Thinking Skills From Within the Common Core (Bellanca & Fogerty) (6/ 54 hours)

Improving Every Day (IPG):

- Accountable Communities analysis of common formative assessments on State Standards (9/80 hour school hours)
- Teachers will read parts of Checking for Understanding (Fisher & Frey) to make sure formative assessment is a part of every lesson every day. (6/54 hours)

Additionally:

- ELA department sharing best practices with staff
- On-going training in FUSD Instructional Commitments in IPL and site
- Admin professional learning on understanding and implementation Equity and Access Theory of Change
 - Logistics and Operations
 - Curriculum and Instruction
 - Professional Learning
 - Supervision and Evaluation

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

- All students will receive instruction from teachers utilizing school-wide literacy strategies decided upon by staff after reading from professional texts on reading strategies. (Books – Professional books for staff, classroom books, library books, and associated reading materials for students; Classroom materials, supplies, and equipment)

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

- EL students scoring significantly below grade level reading will meet in flexible intervention groups through PLUS teachers every other week until they reach a SBAC to trigger resignation.
- EL student progress monitoring for redesignation; data chats and goal setting with students for CELDT and

- Students scoring significantly below will meet quarterly with PLUS teachers to review goals and student work in the classroom.
- Incentives for student growth (All subgroups) (awards, certificates, medals, trophies, materials, supplies, equipment, and food)
- Dual Immersion students will have Spanish Language Arts and History instructed in Spanish and the rest of their courses in academic English
- Purchase computers and technology needs (projectors, bulbs, speakers, screens, printers, ink, cords, student computer software to support individualized needs of students to improve literacy, student computer/technology hardware materials, supplies, and equipment to support digital literacy in the classroom) for ELA, HSS, and SCI to support technology needs for new adoption for continued implementation of State Standards.
- After school tutoring for students through ASP and extra pay contracts (targeting D and F students in ELA and Math)

FUSD common formative assessments.

-YMS teachers will be working with WEST ED to learn how to utilize ELD standards in the classroom. Additionally, they will receive coaching and feedback on implementation of ELD standards.

Yosemite Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries					\$	10,000.00	
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries					\$	500.00	
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries					\$	16,000.00	
1	1	Sup & Conc	Instruction	Materials & Supplies					\$	49,773.00	
1	1	Title 1 Basic	Instruction	Materials & Supplies					\$	25,022.00	
1	1	Title 1 Basic	Parent Participation	Materials & Supplies					\$	2,200.00	
										Total	\$ 103,495.00

Action # 2

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	8.32	18	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	7.12	17	

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

Detail the Action

Math- YMS will increase student comprehension in Mathematics as measured by the SBAC, FUSD Interim Assessments, and YMS Common Assessments. Yosemite will implement a comprehensive mathematics program, with an emphasis on students scoring significantly below grade level as measured by the SBAC, and FUSD Interim Assessments. Yosemite will utilize core and plus classrooms for targeting intervention students. Admin will continue to utilize the Instructional Practice Guide and provide Professional Learning and follow-up with feedback on implementation of the eight mathematical practices, state standards, and best mathematical research based instructional practices.

SMART Goals

1. By EOY 2017/18, YMS will increase the percentage of students scoring Meets or Exceeds Standard as measured by SBAC from 8.32% to 18%.
2. By EOY 2017/18, YMS will decrease the percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC from 91.68% to 80%.

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

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

Owner(s):

Timeline:

<ul style="list-style-type: none"> • SBAC Assessment - Math 	Principal, GLA, Counselor	August 2016
<ul style="list-style-type: none"> • Interim Assessments include: <ul style="list-style-type: none"> ◦ FUSD Interim Math Assessment ◦ Common Assessments in Math 	Principal, GLA, Counselor	FUSD Interim - 3 times a year
<ul style="list-style-type: none"> • Instructional Practice Guide 	Principal, GLA, Counselor	YMS Common Assessments Quarterly
<ul style="list-style-type: none"> • High School Readiness Indicator for students receiving D's and F's in Math #6339 	Principal, GLA, Counselor	Weekly
<ul style="list-style-type: none"> • Common Assessment Binders (Math) shared in ILT 	Principal, GLA, Counselor	Every 6 weeks (Progress Reports and Quarter Grades)
<ul style="list-style-type: none"> • Data Chats <ul style="list-style-type: none"> ◦ AC Data Chats utilizing Content Data Binders ◦ Individual Data chats utilizing Content Data Binders 	Principal, GLA, Counselor	Quarterly
<ul style="list-style-type: none"> • Data Chats based on Equity and Access Theory of Change <ul style="list-style-type: none"> ◦ SBAC – Math analyzed by GLA ◦ FUSD Interim Data Chats analyzed by GLA ◦ High School Readiness analyzed by Academic Counselor 	Principal, GLA, Counselor Principal, GLA, Counselor	Quarterly FUSD Interim - 2 times a year (EOY 15-16, 3 interims 16-17) Monthly

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

Describe Related Professional Learning:

- Weekly grade reports will be sent home to parents on student progress
- Parent Coffee Hours will include overview of math concepts to be conducted by Goal 2 specialist in two languages.

Accountable Communities:
Each AC will become proficient at utilizing CFA's by using Learning By Doing, creating smart goals, deconstructing standards and released SBAC items, creating CFA's aligned to content and literary standards; analyzing data by

grade level, course, period, and student; planning for intervention and next steps; and reflecting on implementation strategies.

Challenging Content (IPG):

- Read, annotate, and discuss Engaging Minds in Science and Math Classrooms: The Power of Joy (Brunsell & Fleming) and related ASCD Articles from Educational Leadership on best practices for mathematics as team to build teacher capacity around mathematical practices and strategies.(24/80 hour school hours))
- Buy Back (2 days) on State Standards (16/16 Back Buyback hours)
- ILT will read and present to teams learnings from TDQ Text Dependent Questions, Grades 6-12: Pathways to Close and Critical Reading (Fisher & Frey) (6/54 hours)
- Mathematics as an academic literacy which includes reading and writing about mathematics - Revisit complex talk and complex tasks to address reading, writing, listening, and speaking standards (3/54 hours)
- Engage students in grade level state standards through the use of Scope and Sequence Planning, deconstructed standards, and use of progressions across grade levels (12/80 hour school hours)
- Engage students in higher levels of thinking reaching DOK 2, 3, and 4 using Webb's Depth of Knowledge (3/80 hour school hours)
- Additional AC time for teachers to utilize the Cycle of Continuous Improvement over Winter, Spring, and Summer Breaks through teacher stipends.
- iPL and PLUS training on Math State Standards modules and mini-tasks

Ownership (IPG):

- Skillful Teacher – Ch 18. Learning Experiences (3/54)
- ILT will read and present to teams learnings from How to Teach Thinking Skills From Within the Common Core (Bellianca & Fogerty) (6/ 54 hours)

Improving Every Day (IPG):

- Accountable Communities analysis of common formative assessments on State Standards (9/80 hour school hours)
- Teachers will read parts of Checking for Understanding (Fisher & Frey) to make sure formative assessment is a part of every lesson every day (6/54 hours)

Additionally:

- Math department sharing best practices with science department
- On-going training in FUSD Instructional Commitments in IPL and site
- Admin professional learning on understanding and implementation Equity and Access Theory of Change
 - Logistics and Operations
 - Curriculum and Instruction
 - Professional Learning
 - Supervision and Evaluation

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

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

- All students will receive math instruction from a teacher utilizing State Standards and the new math adoption. (Books – Professional books for staff, classroom resources, and associated math materials for students; classroom materials, supplies, and equipment)
- Students receiving a 1 or 2 rubric score on common assessments will be given additional opportunities to learn inside of the school day. Following formative assessments students needing reteaching will remain with core teacher for reteaching and students scoring a 3 or 4 will deploy to PLUS teachers for enrichment.
- Students will be given opportunities outside of the school day to be tutored in small groups with teachers through supplemental contracts.
- Purchase computers and technology needs (projectors, bulbs, speakers, screens, printers, ink, cords, projectors, bulbs, speakers, screens, printers, ink, cords, student computer software to support individualized needs of students to improve literacy, student computer/technology hardware materials, supplies, and equipment to support digital literacy in the classroom, and other tech needs) for Math to support technology needs for new adoption for continued implementation of State Standards.

After school tutoring for students through ASP and extra pay contracts (targeting D and F students in ELA and Math)

-YMS teachers will be working with WEST ED to learn how to utilize ELD standards in the classroom. Additionally, they will receive coaching and feedback on implementation of ELD standards.

-Teachers will work together collaboratively in their AC's analyzing specific ELD data to help diversify instruction.

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	95.2	97	
5942 - Chronic absenteeism rate	13.38	10	

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

Detail the Action

ADA Attendance- YMS will increase the attendance percentage at Yosemite Middle School. Yosemite will implement a comprehensive ELA, mathematics program, and student behavior system to engage more students in school with an emphasis on students not attending school. Students not attending school will be identified utilizing SQII tool, Beta tool for EIIS, and A2A monitoring by SESS and meet with YMS site personnel in small group meetings and individually both at YMS and through home visits.

SMART Goals

1. By EOY 2017/18, the number and percentage of students who are chronically absent (attendance rate of 90% or less) will decrease from EOY 2015/16 13.38% to 10%.
2. By EOY 2017/18, the number and percentage of students who are chronically truant will decrease from EOY 2015/16 76.91% to 66%.

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

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

- Weekly Attendance Reports
 - Data Chats based on Equity and Access Theory of Change
 - o Utilize SQII Tool
 - o Utilize Beta Tool for EIS Entries by SESS
- Attendance Monitoring A/ELLS/DP/Dashboard indicators
- ATLAS Entries
- Site COST Meetings Monthly

Owner(s):

- Owner(s)
- SESS
- Principal, SESS
- SESS
- SESS, Academic Counselor
- SESS

Timeline:

- Timeline
- Weekly
- Monthly
- Weekly
- Daily
- Monthly

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

- Conduct regular Attendance (A2A) parent conferences.
- Home visitations by Spanish speaking After school/Ext Day Leads/SESS
- Connecting families with additional supports outside of school by Spanish speaking After school/Ext Day Leads
- Weekly Grade Reports to Students/Parents
- Training on Edutext for close monitoring of students attendance throughout the day and grades
- Parenting classes on campus through Blue Sky

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

- Implement tiered levels of support to address chronic absenteeism.
- One on one conferencing with students nearing chronic levels of absences.
- Student mentoring
- Counseling individual/groups of students
- Implement incentive/reward program for attendance, behavior, GPA
- Implement peer mediation
- Implement restorative practices to decrease behavior and increase attendance
- Blue Sky Youth Empowerment Groups
- Implement second step and mini lessons on SEL, and expectations in class meetings
- Student Success Contracts
- Goal 2 Specialist working with At-Risk students to connect them to school

Describe Related Professional Learning:

Culture of Learning with High Expectations (IPG):

- Teachers will revisit Engaging Students with Poverty in Mind to understand that engaged students that have a positive relationship with the teacher (CHAMPS and CKH) will attend school. (3/54 hours)
- District SESS Meetings (job embedded SESS)
- District Counselor Meetings (job embedded Counselor)

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

-Additional staff (Spanish speaking After school/Ext Day Leads) to work with students and parents regarding attendance issues and/or concerns.

Yosemite Budgeted Expenditures

Account	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	Psychological Services	Certificated Pupil Support- Regular	Psychologist, School	0.4000		Social Emotional Support - 0.4 YMS, 0.6 FUSD	\$ 53,296.00
								Total	\$ 53,296.00

Action # 4

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

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	27.59	17	
2001 - In school suspension rate	0.15	0.1	

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

Detail the Action

Suspension data- YMS will decrease the number of suspension incidents at Yosemite Middle School. Yosemite will implement a comprehensive student behavior system, with an emphasis on students receiving suspensions and transition class referrals. Yosemite will implement a comprehensive student behavior system, with an emphasis on students receiving suspensions and transition class referrals. Yosemite will utilize scholar class meetings weekly for teaching students appropriate school behaviors; daily implementation of CHAMPS and CKH; Safe and Civil Meetings for school-wide improvements and brainstorming sessions for specific intervention students; and cross-curricular team meetings for intervention students. Admin will continue to utilize the Instructional Practice Guide and provide Professional Learning and follow-up with feedback on implementation of CHAMPS, CKH, and individual interventions.

SMART Goals

1. YMS will decrease the number of suspension incidents at Yosemite Middle School from EOY 2015/16 27.59% to 17%.
2. YMS will decrease the number of on campus suspensions from EOY 2015/16 0.15% to 0.1%.

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

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

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

- **Suspension Data**
 - o Weekly Analysis
 - o Monthly Analysis
- Data Chat Equity and Access Theory of Change - Suspensions analysis by VP
- SEL Survey results analysis
- Teacher referrals
- Misbehaviors in ATLAS
- Admin Sweeps in classrooms using CHAMPS rubric for system wide implementation
- Intervention Meetings (identification of students, interventions determined, progress, growth)
- Good Behavior Identification (No Suspensions or Transitions)

Owner(s):

Owner(s)

VP

Principal, VP

Principal, VP

VP, Psych, Safe and Civil Team

Principal, Transition Teacher, Safe and Civil, School Psychologist

Principal/VP

Principal, VP, GLA
Psychologist

VP, Transition Teacher

Timeline:

Weekly

Monthly

Monthly

Annually

Monthly
Daily/Weekly

August & September 2016
Twice a Month

Quarterly

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

- Parents will be contacted if a teacher sends a referral in for a student
- Face to face meetings with parents will occur after a student receives two referrals within a month
- Social Worker will be available to connect families with additional supports
- Goal 2 specialist to work with connecting families to the school and provide regular communications in two languages.
- Parent counseling groups focusing on attendance, school success, and parenting strategies. After Schl/Ext Day Lead to provide parents with oral and written information in two languages when needed.

Describe Related Professional Learning:

- Culture of Learning with High Expectations (IPG):
- Safe & Civil Schools (Foundations Modules A, D, E, and F; CHAMPS; Tough Kid Series; Encyclopedia of Behavior Management; Intervention) on expectations, structures, and routines; YMS Retreat (Lodging, meals, travel) (24/80 hour school hours)
 - Capturing Kids Hearts - Engaging Students, 4 Questions, Social Contract (8/80 hour school hours)
 - Restorative Practices Training - Class Meeting Circles, Restorative Meetings (3/54 hours)
 - Second Step - Behavioral Strategies for Students (3/54 hours) SESS
 - Why Try Training for para-educators and SDC teachers through use of substitute teachers
 - Engaging Students with Poverty in Mind (4/80 hour school hours)
 - COST Model/Practices Training for SESS during school day
 - Admin Team Safe and Civil Foundations Module's A, B, and C

- Tier 3 support strategies, contracts, and Behavior Support Plans to be implemented and monitored daily by School Psychologist
- SESS is available to help facilitate
 - RP
 - SE Learning
 - Positive Discipline

-SESS also provides tier 3 intervention based on ELLS indicators including number of suspensions.

Additionally,

- Teachers encouraged to attend additional FUSD offerings of CHAMPS trainings for new and veteran teachers.
- Admin team sharing best practices learned from FUSD trainings with teachers during Supervision and Evaluation
- Admin professional learning on understanding and implementation Equity and Access Theory of Change - Suspensions
 - Logistics and Operations
 - Curriculum and Instruction
 - Professional Learning
 - Supervision and Evaluation

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

- All classrooms will implement CHAMPS, Capturing Kids Hearts, and Restorative Practices at the beginning of the year to each class through direct instruction and throughout the year. Students will learn CHAMPS structures as seen in teacher posters, projections embedded within lessons, and heard through repetition of the teacher in classroom and in cafeteria.
- All students will attend and participate in weekly classroom meetings (Yosemite Connect) created and monitored by Safe & Civil Team.
- All students with 2 or more suspensions will take place in after school social emotional skill building with SESS and/or psychologist.
- Psychologist will meet with students receiving multiple referrals and/or suspensions to counsel, connect with, and coordinate services as needed for student and family.
- Incentives will be provided for students reducing their referral/suspension percentage
- COST Model utilized to implement and monitor student support services. Student support services include 1:1 counseling, small group counseling, crisis management and intervention, behavior support contracts, and attendance support

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

- Additional staff (Spanish speaking After school/Ext Day Leads) to work with students and parents regarding proactive approaches and behavior interventions.
- All classroom teachers receive updates on suspensions.
- Staff focuses on entering positive behaviors into ATLAS to reinforce expected behaviors at YMS.

Action # 5

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

School Quality Review

SQI Element	Current %	Target %	Vendor
917 - EL's Re-designated	4.2	25	

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

Detail the Action

EL Redesignation- YMS EL Plan to reduce the number of long term EL students by increasing the number of students re-designating based on CELDT, PSAT and FUSD interim. Yosemite will implement a comprehensive literacy program, with an emphasis on EL students scoring significantly below grade level reading as measured by the CELDT, PSAT and FUSD interim assessments. Yosemite will implement school-wide reading strategies. We will utilize core and plus classrooms for targeting EL intervention students. Admin will continue to utilize Instructional Practice Guide and provide Professional Learning and follow-up with feedback on implementation of complex text, reading strategies, metacognitive strategies, and best practices for EL students.

SMART Goals

- By EOY 2017/18, the number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments will increase from current 4.2% to 25%.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
· CELDT Aug/Sept 2016 Administration	Owner(s) GLA	Quarterly
· DRP administration	VP	
· R-FEP Monitoring	GLA	
· Common Assessment Data of EL Students in ELA	GLA, Teachers	
· Data Chat on Equity and Access Theory of Change – English Learners analysis by GLA	Principal, GLA	

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

- Parent Coffee Hour to include education of DRP and CELDT assessments, timelines, and importance of Redesignation
- Translation of information and services to parents through Bilingual After school/Ext Day Leads
- Goal 2 Specialist working with EL Families in connecting families to school

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

-WEST ED curriculum.

Describe Related Professional Learning:

Describe related professional learning:

Challenging Content and Every Student:

- State Standards ELA/ELD for all staff (3/54 hours)
- State Standards ELA/ELD PL for Academic Reading that includes academic language development, decoding/fluency, reading comprehension, and critical thinking skills for EL students that have been in the US less than 3 years and score and overall 1 or 2 on CELDT. (Substitute Teacher or Summer PL for SDC teacher(s))
- CELDT, CELDT levels, identification of students who are EL, the re-designation process, R-FEP, and instructional strategies for working with EL's. (1.5/54 hours)
- Training for ELD teacher in strategies for building vocabulary, assisting students in understanding text structures, using anticipation guides, graphic organizers and think alouds. (Substitute teacher for ELD teacher and job embedded with EL coaches)
- Provide training for teachers around best practices on academic language, literacy and writing strategies with an added lens on how to differentiate for EL learners (3/54 overlaps with ELA best practices)

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

- EL students scoring significantly below grade level reading will meet in flexible intervention groups through PLUS teachers every other week until they reach a SBAC score to trigger redesignation.
- EL student progress monitoring for redesignation; data chats and goal setting with students for CELDT and FUSD common formative assessments.
- All long term EL students will be heterogeneously placed in classrooms with EO's for access to grade level state standards.
- New EL students may be placed in Dual Immersion classes.
- YMS teachers will be working with WEST ED to learn how to utilize ELD standards in the classroom. Additionally, they will receive coaching and feedback on implementation of ELD standards.

-Teachers will work together collaboratively in their AC's analyzing specific ELD data to help diversify instruction.

Yosemite Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Lead, After Schl/Ext Day	0.4000			\$ 22,848.00
5	2	LCFF: EL	Parent Participation	Classified Support-Regular	Lead, After Schl/Ext Day	0.3750			\$ 12,975.00
5	2	LCFF: EL	Parent Participation	Classified Support-Regular	Lead, After Schl/Ext Day	0.6000			\$ 34,272.00
5	2	LCFF: EL	Instruction	Other Classified-Extra Time					\$ 1,000.00
5	1	LCFF: EL	Instruction	Materials & Supplies					\$ 30,406.00
5	1	LCFF: EL	Instruction	Local Mileage					\$ 500.00
5	1	LCFF: EL	Instruction	Direct-Other (Dr)					\$ 2,000.00
Total									\$ 104,001.00

Action # 6

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

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	94.3	95	

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

Detail the Action

Yosemite will increase the number of students involved in Goal 2 activities. Yosemite will implement a comprehensive student behavior system, with an emphasis on students receiving suspensions and transition class referrals and targeting those students for Goal 2 activities to involve them and engage them more positively in school. Targeted students will receive either a Leadership course or 1st choice elective. Yosemite will create a calendar of all events for students; hold lunchtime meetings for students to give additional input and ideas on engagements; utilize suspension, transition, and Goal 2 SQII data for identification of students to get engaged in Goal 2 activities at YMS.

SMART Goals

1. By EOY 2017/18, YMS will increase the percentage of students involved in Goal 2 activities from EOY 2015/16 at 94.30% to 95%.

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

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

- YMS Goal 2 Calendar of Events
- Goal 2 Enrollment by all students
- Goal 2 Enrollment by students with misbehaviors/suspensions
- Transition Data
- Suspension Data
- YMS Activities Calendar Enrollments per quarter
- Data Chat Equity and Access Theory of Change – Goal 2 Engagements analysis by Goal 2 classified

Owner(s):

- Principal, Goal 2 Classified
- Athletic Director & Goal 2 Classified
- Goal 2 Classified, VP
- VP, Transition Teacher, School Psychologist
- VP
- Goal 2 Classified
- Principal, Goal 2 Classified

Timeline:

- Monthly
- Quarterly
- Monthly

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

- Parent attendance at various activities of students
- Parent Coffee Hour to inform parents of school activities
- School Messenger to parents to communicate school activities
- Flyers home to parents listing activities and important information about the school
- Translation of information and services to parents through Bilingual Home School Liaison
- PIQE
- Parent Counseling Groups

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

- Goal 2 Classified Position to recruit students who don't have access, or are disconnected to enrichment activities to connect them to school and working with parents to assist in educating them about the school system including high school, colleges, and universities
- Additional Campus Security time for school activities, sports, performances, or events
- Students will receive lanyards for holding YMS identification, and YMS club/activity/sports passes.
- YMS incentives to students involved in Goal 2 activities (t-shirts, hats, sweatshirts, school supplies)
- Implement WEB at Yosemite

Describe Related Professional Learning:

Culture of Learning and High Expectations (IPG):

- FUSD Climate Culture Meetings (Climate Culture Director and Goal 2 Classified Substitutes needed – job embedded through FUSD)
- FUSD Athletic Director Meetings (Athletic Director Substitutes needed – job embedded through FUSD)
- WEB Training (Climate Culture Director/Leadership Teacher Substitutes needed)
- Staff will revisit Engaging Students with Poverty in Mind to understand that engaged students that have a positive relationship with the teacher (CHAMPS and CKH) will attend school. (3/54 overlaps hours)

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

- Purchase computers and technology needs (projectors, bulbs, speakers, screens, printers, ink, cords, and other tech needs) for Computers, and Entrepreneurial Course to support technology needs in engaging students in Goal 2 activities.
- Music/Art/Sports/Activities equipment, materials, supplies, uniforms, and gear for students to participate in Goal 2 activities.

Yosemite Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	2	Title 1 Basic	Parent Participation	Classified Support-Supplemental						\$ 600.00
									Total	\$ 600.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0505 Yosemite Middle School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs				500.00
1	1	Title 1 Basic	Instruction	Teacher-Supp				16,000.00
1	1	Title 1 Basic	Instruction	Mat & Supp				25,022.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp				2,200.00
1	1	Sup & Conc	Instruction	Teacher-Supp				10,000.00
1	1	Sup & Conc	Instruction	Mat & Supp				49,773.00
3	2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.400	Social Emotional Support - 0.4 YMS, 0.6 FUSD	53,296.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Lead, After Schl/Ext Day	0.400		22,848.00
5	2	LCFF: EL	Instruction	Oth Cls-Extr				1,000.00
5	1	LCFF: EL	Instruction	Mat & Supp				30,406.00
5	1	LCFF: EL	Instruction	Local Mileag				500.00
5	1	LCFF: EL	Instruction	Direct-Other				2,000.00
5	2	LCFF: EL	Parent Participation	Cls Sup-Reg	Lead, After Schl/Ext Day	0.600		34,272.00
5	2	LCFF: EL	Parent Participation	Cls Sup-Reg	Lead, After Schl/Ext Day	0.375		12,975.00
6	2	Title 1 Basic	Parent Participation	Cls Sup-Sup				600.00

\$261,392.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$44,322.00
Sup & Conc	7090	\$135,917.00
LCFF: EL	7091	\$81,153.00
Grand Total		\$261,392.00

Domain Totals	Budget Totals
Academic	\$136,401.00
SEL / Culture & Climate	\$124,991.00
Grand Total	\$261,392.00