Terronez Middle

10621666112882

Principal's Name: Zerina Hargrove-Brown

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	**Principal**	**Classroom Teacher**	**Other Staff**	**Parent/Community Member**	**Secondary Student**
1. Principal - Zerina Hargrove-Brown	X				
2. Chairperson – Paulette Alatriste		X			
3. Bernadette Smith		X			
4. Ben Bull		X			
5. Maurice Barksdale		X			
6. McKyle Willis			X		
7. Elijah McCarty					X
8. Joe Tapia					X
9. Joelle Medina					X
10. Sahib Singh					X
11. Erika De La Cruz				X	
12. Alicia Hernandez				X	
13.					
14.					
15.					

Check the appropriate box below:
X **ELAC reviewed the SPSA as a school advisory committee.**
□ **ELAC voted to consolidate with the SSC. Date_____.**

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Zerina Hargrove-Brown**		**March 22, 2023**
SSC Chairperson	**Paulette Alatriste**		**March 22, 2023**

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

Assurances for Comprehensive Support and Improvement Schools (CSI)

- Supervisor and/or CSI Designee(s) provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
  - Utilization of evidence-based strategies aligned to state identification.
  - Utilization of CSI Best Practices (Fundamentals).

- Principal/Site Leadership/Site Staff connect with Supervisor, CSI Designee(s), department representatives, and/or community partners in alignment with schools' area(s) of focus/need, work in tandem with the site team as a Professional Learning Community (PLC):
  - School site/team works to complete a root cause analysis and determine areas of focus.
  - School site/team works to identify actions and metrics as part of the site leaders 6-8-week plan.
  - School site/team learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Supervisor for feedback and support to accelerate progress.
  - CSI Designee(s) assigned to school site to support CCI data monitoring.
  - Additional resources available in a "menu of options" to access as needed in collaboration with the school site team.

- School Supervisor conducts Level 3 Supports:
  - Baseline Services as described in Level 1
    - Coaching and targeted progress monitoring
    - Learning Lab Support
    - CCI sessions (3)
  - Additional Level 3 CSI Specific Supports
    - Targeted coaching and targeted progress monitoring
    - Sustained 6-week action guidance
    - CSI review/support team (Principal/Site Leadership/Site Staff)

- Resources and expertise provided to CSI site for deployment to best meet the needs of the individual school sites based upon CSI eligibility (dashboard indicators).
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.

- Professional learning for site leaders and teachers focused on CSI eligibility (dashboard indicators).

- Resources and/or Professional Learning provided to school sites:
  - Culturally Proficient Learning Communities, book(s)
  - i-Ready Teacher Toolbox (supporting differentiate instruction)
  - Restorative Practices New/Refresher Course(s)

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2023/24

Terronez - 0423

ON-SITE ALLOCATION

3010	Title I	$67,920	*
7090	LCFF Supplemental & Concentration	$199,977	
7091	LCFF for English Learners	$57,936	
3182	Comprehensive Support and Improvement	**$71,882**	
7099	ESSER III (learning loss/COVID impact, one-time funds)	$13,752	
TOTAL 2023/24 ON-SITE ALLOCATION		**$411,467**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Title I Parent Involvement - Minimum Required	$2,264
	Remaining Title I funds are at the discretion of the School Site Council	$65,656
	Total Title I Allocation	$67,920

February 2, 2023
Updated February 15, 2023

Terronez Middle 2023-2024 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✔		-68 pts	2021-2022	44 pts
SBAC ELA - percentage of students met/exceeded standard	✔		24.87 %	2021-2022	25.97 %
SBAC Math - Average distance from standard	✔		-127 pts	2021-2022	24 pts
SBAC Math - percentage of students met/exceeded standard	✔		13.69 %	2021-2022	14.79 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

- 16.3% of all 7th and 8th grade students met standards on I-Ready 1.
- 21% of all 7th and 8th grade students met standards on I-Ready 2 and 3.
- 24.9% of all 7th and 8th grade students are currently meeting standards on the SBAC.
- 7.4% of English Learners are currently meeting standards.
- The percentage of English Learners that are meeting standards increased by 1.4% from the previous school year that testing occurred.
- PLC planning time to create quarterly and unit assessment calendars.
- PLC planning time to review and refine CFAs and common instructional practices.
- Continuous analysis of student learning on a weekly basis to identify learning gaps and improve instructional strategies.
- Fidelity to Core Springboard curriculum to include and ensure daily complex text, tasks and student discourse.
- Professional Learning on student collaboration strategies and Tier 1 strategies and structures:

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

I-Ready ELA D2 On Level

- The percentage of all 7th and 8th grade students that are meeting standards decreased by only 2.1% from the previously tested school year.
- 78.9% of all 7th and 8th grade students performing below grade level.
- 90.2% of African American students are performing below grade level.
- Student results should have been shared and discussed with students earlier in the year.
- Goal setting should have started sooner in the year and immediately after taking I-Ready in order to encourage students to set goals and refer back to them throughout the year.
- Teachers require ongoing collaboration time and training to refine instructional practices and grouping strategies to promote student discussion.
- Departments and grade levels consistently analyzing student work evidence and CFA data to inform instruction.
- It is a PLC expectation that all members bring student work and/or CFA data to meetings, however teachers do not always consistently come to meetings with data and are not prepared for PLC discussions.

Reciprocal Teaching and Academic Discourse, focused planning time to provide opportunities for clarity of learning targets and student outcomes, CFU and high leverage instructional strategies.
- Student and Teacher goal setting and progress monitoring of SBAC, I-Ready and CFA results.
- In doing this, teachers and students alike are able to speak to their progress and practices that are effective in aiding their continued achievement.
- Ongoing Data Chats with teachers and supervising administrators that occur every semester. This practice has also encouraged teachers to interact with their classroom data more frequently and to reflect on effective instructional practices.
- CSI Pivot team and Site Literacy Team worked together to form one team for collaboration and meets monthly, or as needed. This move has been effective in that it has allowed for all stakeholders, including teacher representatives from all content areas, district and site leadership to collaborate and problem solve on how to improve practices. As a result, all teachers have started to work at the same pace and using the same strategies.
- All teachers within content areas have common preps to allow for aligned prepping and planning.
- Teachers are more frequently using this time to discuss new strategies and aligning their practices after using them with their classes.
- Academic Teams meet monthly, and AT Teacher classrooms are all located in common areas, close to one another. In these meetings, teachers discuss student progress and share best practices in responding to student misbehaviors and the diverse learning needs of their classes.
- The Civic Education Center works in collaboration with site leadership and Campus Culture in order to address the political and practical aspects of citizenship appropriately and systematically, as well as its rights and duties in order to educate students and aide them as they become leaders on campus and within the community. The strategy of the Civic Education Center is to address the literacy needs of students involved in the program through a curriculum that gives students access to debate or discuss the values of a democratic society utilizing primary founding documents and current editorials.
- Through Peer Mediation classes, where students are taught conflict mediation strategies and are responsible for communicating effectively with their peers, students will work closely with Civic Education supports in order to engage others with respect and civility, especially those who have differing or opposing views.
- Students will also learn to demonstrate empathy and understanding while learning to elevate the voices of others and will become student leaders and circle keepers for advisory classes.
- AVID strategies are used across the contents to provide best practices for students engaging in literacy.

I-Ready Math D2 On Level

- 6.6% of all 7th and 8th grade students met standards on I-Ready 1.
- 9.6% of all 7th and 8th grade students met standards on I-Ready 2.
- 14.7% of all 7th and 8th grade students met standards on I-Ready 3.
- 13.7% of all 7th and 8th grade students are meeting standards on the SBAC. This number has decreased by 6.3% from the previous school year when testing occurred.
- 35% of Algebra students are meeting standards.
- PLC planning time to create unit assessment calendars.
- PLC planning time to review and refine CFAs and common instructional practices. Continuous analysis of student learning on a weekly basis to identify learning gaps and improve instructional strategies.
- Continuous analysis of student learning on a weekly basis to identify learning gaps and improve instructional strategies.
- Not all teachers consistently incorporate reading, writing, speaking and listening into every lesson, every day.
- Although teachers have several opportunities to collaborate and work closely with their colleagues, a few within core PLCs have struggled to honor PLC and committee agreements.

I-Ready Math D2 On Level

- 83.7% of all 7th and 8th grade students are currently performing below grade level.
- 65% of Algebra students are not meeting standards.
- Student results should have been shared and discussed with students earlier in the year.
- Goal setting should have started sooner in the year and immediately after taking I-Ready in order to encourage students to set goals and refer back to them throughout the year.
- Teachers require ongoing collaboration time and training to refine instructional practices and grouping strategies to promote student discussion.
- Departments and grade levels consistently analyzing student work evidence and CFA data to inform instruction.
- It is a PLC expectation that all members bring student work and/or CFA data to meetings, however teachers do not always consistently come to meetings with data and are not prepared for PLC discussions.

EL Reclassification Rate

- 52% of EL students in the 7th and 8th grade are performing below grade level.
- 32% of Redesignated English Proficient students are meeting standards.
- Students did not begin goal-setting for ELPAC early enough to ensure consistent progress monitoring prior to testing.
- Students were not consistently given opportunities to practice listening, speaking, reading and writing across the curriculum in all classes in previous years.

One D or F on Any Report Card (Grades 02-12)

- 32% of all 7th and 8th grade students are currently earning a D or F in one or more class.
- Lunch and after school tutorials began late and were not consistent or targeted at first.
- School-Wide tutorial protocols were not consistently followed throughout the school year.
- Khan Academy was not being implemented consistently across the curriculum.
- Students were not consistently engaged in reading, writing, speaking and listening on a daily basis.
- After school extended tutoring in library using digital resources started this school year.
- There was in increase among teachers, yet not consistent Integration of performance tasks and higher order thinking problems to support students struggling in Math.

- Fidelity to Core Springboard curriculum to include and ensure daily complex text, tasks and student discourse.
- Professional Learning on student collaboration strategies and Tier 1 strategies and structures: Reciprocal Teaching, Academic Discourse and Talk Moves. Focused planning time to provide opportunities for clarity of learning targets and student outcomes, CFU and high leverage instructional strategies.
- Student and Teacher goal setting and progress monitoring of SBAC, I-Ready and CFA results. In doing this, teachers and students alike are able to speak to their progress and practices that are effective in aiding their continued achievement.
- Ongoing Data Chats with teachers and supervising administrators that occur every semester. This practice has also encouraged teachers to interact with their classroom data more frequently and to reflect on effective instructional practices. CSI Pivot team and Site Literacy Team worked together to form one team for collaboration and meets monthly.
- All teachers within content areas have common preps to allow for aligned prepping and planning.
- Teachers are more frequently using this time to discuss new strategies and aligning their practices after using them with their classes.
- Academic Teams meet monthly, and AT Teacher classrooms are all located in common areas, close to one another. In these meetings, teachers discuss student progress and share best practices in responding to student misbehaviors and the diverse learning needs of their classes.
- Fidelity to Core Go Math! Program in all classroom instruction to include and ensure daily complex text, tasks and student discourse.
- Professional Learning on student collaboration strategies and Tier 1 strategies and structures: Reciprocal Teaching and Academic Discourse.
- Focused planning time to provide opportunities for clarity of learning targets and student outcomes, CFU and high leverage instructional strategies.
- Student and Teacher goal setting and progress monitoring of SBAC, I-Ready and CFA results. In doing this, teachers and students alike are able to speak to their progress and practices that are effective in aiding their continued achievement.
- Math teachers will be given supplemental contracts to provide additional support for students who are struggling.

EL Reclassification Rate

- 48% of EL students in the 7th and 8th grade are currently performing at grade level.
- Students will be meet with Academic Counselor for ongoing academic support and progress monitoring.
- Students will receive goal setting and criteria for success for ELPAC redesignation early in the year.
- Students will be given opportunities to practice listening, speaking, reading and writing across the curriculum on a daily basis.
- Students will consistently be given opportunities to engage in digital literacy in multiple classes.
- Newcomer students will be appropriately placed in ELA classrooms for intensive instruction and support.
- Redesignated students will be recognized and awarded quarterly.
- Teachers will receive training on integrated and designated strategies to meet the needs of all EL students.
- Teachers will have designated planning days to collaborate and plan units while integrating strategies to support EL students.
- Subs will be secured in order to allow adequate coverage for teachers.
- Teachers will receive training on the EL frameworks/standards, criteria of the ELPAC test, as well as

embedded resources in Springboard and Go Math! curriculum.
- Teachers will receive training on strategies to incorporate listening, speaking, reading and writing across the curriculum.
- Teachers will have opportunities to provide feedback and observe one another as they implement new strategies.
- By securing subs and utilizing common preps, teachers will be able to schedule times to observe colleagues as they use new strategies.

One D or F on Any Report Card (Grades 02-12)

- 68% of all 7th and 8th grade students are currently earning passing grades.
- Opportunities for lunch and after school tutorials, as well as school-wide tutorials that occur during school hours. This practice has increased the number of students who receive Tier 1 support in a core class prior to receiving a failing grade.
- Use Khan Academy in Math, ELA and ASP to support intervention and acceleration TSA and SPED support in the classroom to support Tier 1 intervention strategies.
- Professional Learning on student collaboration strategies and Tier 1 strategies to support student learning: Reciprocal Teaching and Academic Discourse.
- After school extended tutoring in library using digital resources.
- Integration of performance tasks, higher order thinking problems and making sense of mathematics organizer to deconstruct problems.
- CSI Pivot team and site Literacy team work together to set goals for student success in Literacy strategies.
- This move has been effective in that it has allowed for all stakeholders, including teacher representatives from all content areas, district and site leadership to collaborate and problem solve on how to improve practices.
- As a result, all teachers have started to work at the same pace and using the same strategies across the curriculum.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Every core content area has access to a laptop cart that stays in the classroom which gives teachers the resources that they need to integrate technology on a daily basis and give students exposure and training in using the same technology that they use for testing.
- Teachers are provided with multiple opportunities to attend PL and have planning days to further support instruction.
- Teachers are provided with opportunities to observe colleagues as they use new strategies and give one another feedback. Subs are made available when needed and teacher are offered extra pay contracts to collaborate, participate in meetings and Professional Learning opportunities.
- Students have access to additional supports embedded in curriculum and common practices, as well as at lunch and after school tutorials and extended library hours.
- HSL is on campus daily and makes home visits, as needed.
- Students have bi-weekly opportunities to engage in school-wide tier one tutorials to support them prior to receiving failing grades.
- School-Wide advisory lessons and circles will be implemented bi-weekly. Peer mediation and WEB classes will be involved in Civics Education program to learn leadership strategies and engage in productive peer discussions to become student leaders on campus and demonstrate self-management and communication skills.
- All content areas will be represented at trainings and on committees and teams to ensure equity of voice.
- Student Agendas and Staff Handbooks are created and distributed to all stakeholders yearly.
- Student incentives are purchased and used throughout the year during testing to recognize students for their academic progress, achievement and improvement.
- Tables and cement are being purchased and these Outdoor Learning Spaces will be available to teachers to provide alternative locations for student learning, encourage physical distancing when needed and to allow for

students to engage in learning outside of the classroom.
- Additional irrigation is needed for these outdoor learning spaces and will ensure that the spaces stay safe and are well maintained throughout the years.
- Transportation for student study trips is needed in order to ensure that students and staff are able to travel safely and comfortably.
- Teachers will continue to participate in professional learning opportunities, including Standards Institute Training, AVID Summer Institute, CLTA, the Si Se Puede conference, CADA, WEB Training.
- Professional Learning Communities and ongoing district PLI support that emphasize research-based structures and effective instructional practices.
- Substitute administrators will be made available when site administration attends conferences, PL opportunities or meetings alongside content area teachers.
- Outside consultants will provide professional learning opportunities for teachers to engage their students in learning that is research based and effective.
- Supplemental contracts for additional student supervision during lunch will be made available for teachers who elect to work during their duty-free lunch.
- A Hmong Home School liaison will be hired as a 6 hour position and will assist our Spanish Home School Liaison in making connections with families within our school community.
- Substitutes for Teachers who proctor on site ELPAC assessment will allow for students to test in a comfortable environment that is conducive to their successful redesignation.
- AVID Tutors will be hired to provide tutoring for students engaged in the AVID program twice a week.
- Planning time for ethnic studies teacher to develop curriculum and collaborate with district colleagues will be set aside to occur throughout the year.
- Supplemental contracts for summer and winter planning will be offered to core teachers to plan and prepare curriculum.
- CCR contracts will allow for teachers to collaborate and develop advisory lessons and school-wide procedures.
- CSI/Literacy team will allow for ongoing planning and support with teachers to exit CSI status.
- Supplemental contracts for After-School Math and Literacy tutoring will provide additional support for teachers to engage students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

- Student incentives purchased and used throughout the year during testing to recognize students for their academic progress, achievement and improvement will be addressed in Goals 1-5.
- Tables and cement being purchased, and these Outdoor Learning Spaces will be available to teachers to provide alternative locations for student learning, encourage physical distancing when needed and to allow for students to engage in learning outside of the classroom will be addressed in Goal 1 and 3
- Transportation for student study trips will be addressed in Goals 1 and 2
- Teachers will continue to participate in professional learning opportunities, including Standards Institute Training, AVID Summer Institute, CLTA, the Si Se Puede conference, CADA, WEB Training, EL Lab Schools, Professional Learning Communities and ongoing district PLI support that emphasize research-based structures and effective instructional practices will be addressed in Actions 1-4
- Substitute administrators for when site administration attend conferences, PL opportunities or meetings alongside content area teachers will be addressed in Goal 1.
- Outside consultants will provide professional learning opportunities for teachers to engage their students in learning that is research based and effective.
- Supplemental contracts for additional student supervision during lunch will be made available for teachers who elect to work during their duty-free lunch.
- A Hmong Home School liaison will be hired as a 6 hour position and will assist our Spanish Home School Liaison in making connections with families within our school community will be address in Goals 1-5.
- Substitutes for Teachers who proctor on site ELPAC assessment will be addressed in Goal 1.
- AVID Tutors will be addressed in Goal 1 and 3.
- Planning time for ethnic studies teacher to develop curriculum and collaborate with district colleagues will be set aside to occur throughout the year.
- Supplemental contracts for summer and winter planning will be offered to core teachers to plan and prepare curriculum.
- CCR contracts will allow for teachers to collaborate and develop advisory lessons and school-wide procedures.
- CSI/Literacy team will allow for ongoing planning and support with teachers to exit CSI status.
- Supplemental contracts for After-School Math and Literacy tutoring will provide additional support for teachers to engage students.
- Ongoing PLI support, training and collaboration will be reflected within Actions 1-4 as students are supported and continue to access curriculum in new and innovative ways.
- Goals set within Actions 1-4 will also be addressed within our current MTSS structure for Tier 1 support and interventions.
- Action 3 specifically will be supported through quarterly chats held with Academic Counselor and goal-setting within advisory periods.
- This will be outlined in Goal 1 and 3. Teachers receiving professional learning in ways to support their understanding and implementation of ELD standards will be supported within Action 4.
- Teachers will attend Professional Learning opportunities to stay knowledgeable and refine their craft, outlined within Actions 1-4.
- Civic Education opportunities will be addressed within Goal 1 and 2.
- All school-wide lessons, activities, and circles through CCR will be addressed throughout Goals 1-4.

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

1 SSC:

- Testing results shows that multiple tier 1 interventions in place are successful when consistently implemented and aligned to grade level standards.
- Students, Staff and Teachers have multiple opportunities to voice opinions, concerns and give feedback.
- Students should be asked to answer questions in class like they would be asked on standardized tests.
- Teachers should use more real-life examples in their curriculum.

2 ELAC:

- Parents believe that the more opportunities that students have to make real-world connections with their content, the better their understanding of concepts will be in Math and ELA.
- Students benefit from early goal-setting and consistent tracking. This must be closely monitored.
- Teachers should use the same strategies in all classrooms so that students do not get confused if they are moved or when they change grade levels.
- Parents respond well and are more supportive when they are included in conversations regarding their child's progress.

3 Staff:

- Many teachers would like to revisit the testing schedule to make changes for upcoming SBAC testing.
- A break in the morning would be helpful to avoid students getting restless during testing.
- More planning during the school year, if possible, as opposed to during summer break.
- Admin support for ASA deployment.
- Teachers need to be more consistent with engaging students and supporting them during tutorial
- Summer packets for incoming 6th and 7th
- iReady grade level support during ASA.
- Move Zero Period to after school.
- Include more language around Math Lesson Design in curriculum.
- Department requests for certain supplies such as: notepads, graph paper, dry erase boards, bulbs for projectors.
- Continue Zero period, lunch and after-school tutorials.
- Counselor Interventions and Weekly Messengers for students who are failing.
- Targeted parent/Teacher meetings during Academic Team Meetings.
- Start a designated newcomer EL class and integrate ELD standards into daily lessons.

Action 1

Title: Action #1:CAASPP ELA/Literacy

Action Details:

By May 2024, 44% of all 7th grade students will meet or exceed standards as measured by the ELA SBAC.

By May 2024, 33% of all 8th grade students will meet or exceed standards as measured by the ELA SBAC.

ELA/Literacy: In continued alignment with our site and regional goal to increase and accelerate student learning, all Terronez ELA teachers will implement Springboard, the guaranteed and viable curriculum (GVC) with fidelity and implement strategic instructional practices that provide students with opportunities to build their comprehension through oral and written tasks on a daily basis. All Terronez teachers will incorporate strategies and use resources that support the regional created integrated literacy map to provide students with multiple opportunities throughout the day to engage in reading or speaking about a text, every period of every day. Teachers will also incorporate routines and practices that ensure students are responsible for demonstrating their thinking in the classroom and participating in Academic Discourse, or Talk Moves, on a daily basis. As a component of our culture of connectedness and collaboration, ELA teachers will continue to participate in professional learning opportunities, including Standards Institute Training, AVID Summer Institute, the Si Se Puede conference, CADA, CLTA, WEB Training, Professional Learning Communities and ongoing district PLI support that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole and will meet

periodically to collaborate on and monitor data as it pertains to the school site plan. A Pivot Team and Regional Literacy Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. Throughout the academic school year, Terronez Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement. In addition to attending these PL opportunities and working closely with teams to determine best practices and effective strategies, the ELA PLC will create and use common assessments and data to plan instruction to meet the diverse learning needs of all students. This structure will promote a 7% increase or higher of students meeting or exceeding standards for the 2023-24 school year as measured by ELA SBAC.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
District I-Ready Assessments • The number of students meeting or exceeding standards on I-Ready Assessment 1 and 2 will increase by 15% or more. • Site lead teachers will analyze data and identify disproportionality among students and set growth targets for each Assessment. • PLC team will track and analyze assessment data. • PLC team will use IABs and FIABs to prepare students for assessments and address learning gaps in standards. • PLC follow site protocol and utilize results in order to inform further instruction and intervention to support students. • PLC team will notify students and parents of I-Ready results via data reports.	VP and ELA PLC	Will be administered according to District Assessment Calendar 3 times a year

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Department-Wide Common Formative Assessments • All PLC teams will administer a minimum of 2 CFAs per unit of study. • Assessments will address the literacy skills/standards of focus in the PLC Essential Learning Matrix. • PLC team will track and analyze assessment data. • PLC team will utilize results in order to inform further instruction and intervention to support students. • ILT leads will report monthly to whole team to determine trends and needs to inform instruction, plan for academic intervention and acceleration, and archive effective best practices and strategies for student learning. • ILT lead will collect and analyze team artifacts with Regional ILT.	ELA PLC and Lead Teacher	Two per unit of study

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

IPG Walkthrough Data
• Collect different information for the purpose of monitoring and analyzing the:
  ◦ Evidence of tenets of the Instructional Practice Guide .
  ◦ Focus skills/standards of quarterly school inter-disciplinary literacy map
  ◦ Classroom Foundations FUSD Classroom Foundations.
  ◦ Effectiveness of AC collaboration and decision making Instruction in relation to essential standards (those determined by PLC on Essential Learning Matrix).
• IPG data will demonstrate an increase of 10% of Desired Needs Target per quarter in Tenets 1, 2A, 2B, 2C and 3 of the Instructional Practice Guide for Literacy.
• Analyze walkthrough data to determine trends and patterns to address instructional practices.
• Calibrate how Admin team collects information.
• Provide high-leverage feedback in a timely manner.
• Principal will review with Region leaders at SARC meetings.
	Admin Team, ILT, TSA Support	Daily and reported weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Supervision and Evaluation Practices • Analyze walkthrough data to determine trends and patterns to address instructional practices. • Calibrate how Admin team collects information. • Provide effective, high-leverage feedback to PLC team in a timely manner. • Utilize iAchieve for continuous feedback throughout Evaluation process. • Provide feedback according to communication plan in place. • Follow all formal evaluation procedures and timelines as delineated in our Collective Bargaining Agreement (CBA).	Admin Team and ILT	Daily and Reported Weekly

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

PLCs apply the practices outlined in Learning By Doing
• ELA PLC teams in the Sunnyside Region will increase by at least one indicator on the Professional Learning Communities at Work Continuum: Learning as Our Fundamental Purpose (Learning by Doing, 2nd Edition; Part 1 - page 82 and 83; Part 2 - page 106)
  ◦ **GOAL #1:** PLC will identify high-leverage grade-level essential standards for the year, sorted by quarters, by September 1 and December 1 as measured by team artifacts.
  ◦ **GOAL #2:** PLC will engage in a backwards mapping process and identify Learning Targets for each identified essential standard by using the district tools (scope and sequence, pacing guide, CFA assessment guide) in order to target mastery of the essential standards, as measured by team artifacts.
  ◦ **GOAL #3:** PLC will identify/create CFAs for essential standards and learning targets being addressed during current quarter and monitor student progress towards mastery of identified standards, as measured by team artifacts.
• Analyze and reevaluate data, and determine teachers' needs and student supports in place.
• Refine ELA PLC goals as determined by data and trends observed.
• Ensure that all agendas and minutes are taken at each meeting and uphold FUSD PLC Foundations and accurately reflect student learning.
• Administrators support different content area teams and give PLC and Lead Teachers feedback.
• PLC team reviews and responds to feedback during PLC meetings.
• PLC planning time will be made available in summer and during the year for provide teachers with opportunities to develop and refine lessons and assessments.
	ELA PLC, ILT and Admin Team	Weekly and additionally, as needed

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Literacy Diagnostic Assessments • Administer to incoming 7th and 8th grade students to measure academic readiness. • Analyze to identify specific gaps to inform strategies and instructional practices.	ELA PLC, Academic Counselor and TSA Support	Will be administered in May to incoming students.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
"Zero Period" Intervention Support • ELA teachers will be provided with opportunities to provide ongoing ELA intervention and support with extra pay contracts. • Students will be vetted based on Interim results. • TSA Support will interview students to ensure student buy-in for attendance and to set the tone for intervention. • Students will return signed permission slips, notifying parents of requirements for student participation and time frames.	Academic Counselor, ELA Teacher and TSA Support	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
PLI Initiative: Education Elements • Lead teachers will receive professional development with Ed Elements and will engage in personalized learning that equips them with knowledge, skills, and resources to ensure that students receive the instruction they need when they need it. • Principal and VP will participate in learning with Leads in order to best support teachers in new learning. • Admin and District support personnel will spend time walking classrooms to see how implementation is happening and where the program can be further improved.	Lead Teachers, Principal, VP and ELA AC	Daily with PL over 12-18 month period

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
AVID Elective • Teams of teachers will attend summer institute in order to learn strategies, shifting to a more equitable, student-centered approach. • Site team will meet quarterly in order to inform next steps and school-wide best practices for PL. • AVID teachers will run classroom tutorials twice a week. • College level tutors will support AVID tutorials that occur in classrooms and will attend trainings to ensure that they are utilizing impactful strategies.	AVID Site Team, AVID Coordinator, Principal and VP	Daily with PL quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
iReady Grade Level Support • Will be used to supplement instruction and address unfinished learning. • Teachers will use data to provide students with more high quality instructional strategies on a daily basis. • Students and teachers will engage in data chats after each administration.	ELA PLC, Math PLC and History PLC	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Planning Days • Will take place twice a year • Teachers will collaborate on 6-8 week plans and best practices • Data will be used to inform instruction and next steps • Teams will work with district level supports--including coaches, when necessary	Core Teachers and Supervising Admin	Once a semester

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Million Word Challenge • Students will be introduced to the Challenge during T-Wolf University • After reading articles and/or books, students will log reading using QR code • Once students reach goals, they will have the opportunity to select prizes, depending on the progress that has been made.	ELA PLC, Teacher Librarian and TSA Support	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Zinc Reading Labs • Zinc addresses the literacy needs of all students. • Students take a diagnostic test in order to establish independent reading levels. • Close reading strategies and new vocabulary are practiced during each sessions. • After each reading, students take a short assessment, which generates robust data to target instruction and monitor progress.	ELA PLC	Weekly in ELA classes

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Standards-Based Report Cards • The purpose of implementing standards-based grading, is for teachers work to understand the effectiveness of instruction, they will be measuring student learning. • Instead of a single overall grade, the subject matter is broken down into smaller “learning targets.” • Each target is a teachable concept that students should master by the end of the course. • Throughout the term, student learning on each target is recorded. • Teachers track student progress, give appropriate feedback, and adapt instruction to meet student needs.	Academic Teams, Academic Counselor and Supervising Admin	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
CF Pivot Team • Determine areas of focus for the site as a whole • Meet periodically to collaborate on and monitor data. • Provide timely feedback and support, as needed. • Site Leaders will engage in strategic learning opportunities that directly impact school improvement. • CSI Pivot team and Site Literacy Team have been merged in order to form one team to maximize collaboration and teacher practice effectiveness. • The CSI/Literacy team will meet monthly and collaboration will build off of previous meetings to ensure that root causes and any agreements that are made are being addressed on a daily basis and are implemented with fidelity. • All stakeholders, including teacher representatives from all content areas, district and site leadership will meet to collaborate and problem solve on how to improve practices and will identify high leverage instructional moves that will address the root cause of student disproportions in literacy across content areas. • As a result, all teachers have started to work at the same pace, using the same strategies and are beginning to understand how to look at data effectively and hold one another accountable for daily classroom practices.	Instructional Superintendent, Site Admin, Site Literacy Team and CF Pivot Team including additional District Leadership	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Unbound Ed Standards Institute • Training to support students by providing high-quality, aligned curricula. • Teachers deliver the comprehensive support needed to help all students meet the rigorous demands of grade level standards.	Admin and Site Team	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
ASA Tutorial • To systematically address and support our bold stance and district goals that every student can and must learn at grade level and beyond and excel in reading, writing and math. • This process will ensure equity among all students and provide an early intervention when gaps occur in student learning by upholding our regional belief that "All means all" while we work together to increase and accelerate student achievement. • Teachers will meet during Academic Team collaboration monthly to discuss the academic achievement of their students and best practices that move learning forward. • During AT meetings, teachers will identify students who are in need of academic intervention and will determine which students will be notified to attend tutorials during the week. • This structure will promote the increase of students who receive Tier 1 support in a core class prior to receiving a failing grade and will encourage teachers to discuss effective practices to ensure that best first teaching is happening during every period, every day.	VP, CCR Team and Teachers	Bi-Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Discovery Ed • Provide dynamic professional learning that combines the power of content, pedagogy and technology to create innovative and engaging learning experiences. • Strengthen teacher effectiveness • Empower school leaders • Increase student engagement	Teacher Librarian and Core Teachers	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Civic Education Center • The Civic Education Center is to appropriately and systematically address the political and practical aspects of citizenship, as well as its rights and duties in order to educate students and aide them as they become leaders on campus and within the community. • The strategy of the Civic Education Center is to address the literacy needs of students involved in the program through a curriculum that gives students access to debate or discuss the values of a democratic society utilizing primary founding documents and current editorials. • Through Peer Mediation classes, where students are taught conflict mediation strategies and are responsible for communicating effectively with their peers, students will work closely with Civic Education supports in order to engage others with respect and civility, especially those who have differing or opposing views. • Students will also learn to demonstrate empathy and understanding while learning to elevate the voices of others, and will become student leaders and circle keepers for advisory classes.	Peer Mediation Teacher, CCD and CEC Team	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Outdoor Learning Spaces • Table installations and irrigation for outdoor learning spaces will allow for students to engage with one another in spaces that provide physical distancing, and opportunities for students to learn in a more personalized space. • Cement sections will be laid to maintain upkeep and ensure that learning spaces stay safe for use.	GLA and Core Teachers	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Outside Consultant for PL Opportunities • To continue with an in depth study of current best practices • Refine teacher understanding and pedagogy. • Will provide teachers with time in space with educational experts to hone in on high leverage moves that will have a greater impact on student learning.	Regional Admin	By Semester

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
After School Tutoring • Students will attend After-School Tutoring to get extra support in Math and Literacy. • All athletes are required to attend After School Tutoring for the first hour before attending practice. • Supplemental contracts will be offered to teachers who make themselves available to support students after school.	GLA, ASP Coordinator, Math/ELA Teachers	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
A4 Excellence Academy • African American Academic Acceleration (A4) • Identify and address the fundamental causes for the discrepancy in academic outcomes between African American students and other demographic groups • Allow African American students the opportunity to reach academic success in classes that challenge them in rigorous learning opportunities on a daily basis	Principal, Teachers, A4 Lead	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
AR Accelerated Reader • AR will motivate, monitor, and manage students' independent reading practice. • Students develop a true love for reading. • The program assists students in setting personalized goals to help students stay focused on the factors that matter most for reading growth.	Teacher Library and Teachers	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Admin Substitutes • Will provide supervision and discipline support when site admin are engaging in professional learning opportunities off campus. • Admin subs will allow for supervising admin to "lean into the learning" with teachers.	Site Admin	By Semester

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

Ongoing Instructional Services through multiple measures:

- Springboard curriculum
- TSA support
- Academic Counseling: Grade Chats
- Substitute teacher coverage for co-teachers to attend PLI training
- Students track assessment data, set goals, and reflect during Advisory periods (contained within personal agenda planner)
- After-school and lunch tutorials
- Comprehensive Response to Intervention program to provide universal supports to all students within the school day
- Extended Library Hours
- Ethnic Studies

All students will engage in a range of structured learning, including but not limited to:

- Collaborative learning
- Small group instruction
- Inquiry between and among disciplines
- Interdisciplinary units
- Real-world applications
- Gradual release models of instruction
- Productive talk/Classroom discussions
- Reciprocal teaching

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

- Cloze reading exercises
- Annotating/Marking the text
- Text dependent questions
- Cornell notes
- Seminars: Paidea, Socratic, etc...
- Students form questions to address ranges of DoK
- Talk Moves and Academic Discourse

Supplies to include but not limited to:

- Technology: tablets
- Headphones
- Document cameras
- Printers
- LCD projectors
- Speakers
- Licenses for databases and software to use for Blended Learning
- Access to school library for independent reading

- Paper, pencils, markers, whiteboards, poster paper, notebooks, and composition books
- Field Trips
- Celebrations

Specify enhanced services for EL students:

Ongoing Services and Support through multiple measures:

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

Specify enhanced services for low-performing student groups:

Ongoing Services and Support through multiple measures:

- Professional learning opportunities: Standards Institute Training, AVID Summer Institute, EL Lab Schools, Professional Learning Communities and ongoing PLI support.
- Teachers who attend Standards Institutes will learn effective strategies for addressing cultural bias and ensuring equity and access for all students, especially students of color. These teachers will work together to deliver content to staff in order to ensure accountability and continuity of practices.
- Students are recommended for AVID based on GPA and teacher reference. This will impact students "in the middle of the road" who have college potential. All students will have an opportunity to apply and will be interviewed for a spot in the AVID program.
- Extra laptops will be provided to all teachers in order to access technology in meaningful ways to engage students and allow them to collaborate through our site blended learning model through station rotations.
- Teachers will develop comprehensive plans for SBAC and IReady prep in order to improve student readiness and ability to navigate systems as they progress. These plans will be implemented across the Professional Learning Community in order to ensure fidelity and allow for teachers to collaborate and reinforce common practices.
- All advisory classes will create online portfolios in order to develop SEL skills and goal-setting through checked out laptops and create learning portfolios that will provide a place for them to reflect on their work throughout the year, set and review goals that are set based on SBAC and I-Ready data.
- The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan.
- Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. The Pivot team and Site Literacy Team have been merged in order to form one team to maximize collaboration and teacher practice effectiveness. The CSI/Literacy team will meet monthly and collaboration will build off of previous meetings to ensure that root causes and any agreements that are made are being addressed on a daily basis and are implemented with fidelity. All stakeholders, including teacher representatives from all content areas, district and site leadership will meet to collaborate and problem solve on how to improve practices and will identify high leverage instructional moves that will address the root cause of student disproportions in literacy across content areas. As a result, all teachers have started to work at the same pace, using the same strategies and are beginning to understand how to look at data effectively and hold one another accountable for daily classroom practices.
- Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
- Goal-setting in advisory periods
- Tier 1 Intervention support through bi-weekly ASA Tutorials
- Integrate ELD standards in daily lessons
- Zero-Period Interventions in Math and ELA
- Reading, writing, speaking, and listening in every lesson, every period, every day.
- Collaborative, Productive Groups and Station Rotations.
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- PLI Teacher support

- TSA Support
- Ethnic Studies

Action 2

Title: Action #2: CAASPP Mathematics

Action Details:

By May 2024, 24% of all 7th grade students will meet or exceed standards as measured by the Math SBAC.

By May 2024, 23% of all 8th grade students will meet or exceed standards as measured by the Math SBAC.

MATH: In continued alignment with our site and regional goal to increase and accelerate student learning, all Terronez Math teachers will implement Go Math!, the guaranteed and viable curriculum (GVC) with fidelity and employ instructional practices that allow all students to access and learn the content. Teachers will continue to collaborate in order to ensure that students are responsible for doing the thinking in the classroom through the mathematical practices with embedded focus, coherence, and rigor, and readily access instructional resources. As a component of our culture of connectedness and collaboration, teachers will continue to participate in professional learning opportunities, including Standards Institute Training, AVID Summer Institute, the Si Se Puede conference, CADA, CLTA, WEB Training, Professional Learning Communities and ongoing district PLI support that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan. A Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. Throughout the academic school year, Terronez Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement. In addition to attending these PL opportunities and working closely with teams to determine best practices and effective strategies, the Math PLC will create and use common assessments and data to plan instruction to meet the diverse learning needs of all students. This structure will promote a 7% increase or higher of students meeting or exceeding standards for the 2023-2024 school year as measured by the Math SBAC.

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

Explain the Progress Monitoring and data used for this Action

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

District I-Ready Assessments

- The number of students meeting or exceeding standards on I-Ready Assessment 1 and 2 will increase by 10% or more.
- Site lead teachers will analyze data and identify disproportionality among students and set growth targets for each I-Ready Assessment.
- PLC team will use IABs and FIABs to prepare students for assessments and address learning gaps in standards.
- PLC follow site protocol and utilize results in order to inform further instruction and intervention to support students.
- PLC team will track and analyze assessment data.
- PLC team will notify students and parents of I-Ready results via data reports.

Owner(s):

Principal and Math PLC

Timeline:

Will be administered according to District assessment calendar

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Department-Wide Common Formative Assessments • Math PLC teams will administer biweekly assessments using Go Math! Materials, Illuminate assessments or SBAC practice assessments. • Assessments of essential standards will be identified for each instructional unit in Go Math! • PLC teams will track and analyze assessment data. • ILT leads will report monthly to whole team to determine trends and needs to inform instruction, plan for academic intervention and acceleration, and archive effective best practices and strategies for student learning • ILT lead will collect and analyze team artifacts with Regional ILT.	Math PLC and Lead Teacher	Administered biweekly

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

IPG Walkthrough Data
• Collect different information for the purpose of monitoring and analyzing the:
  ◦ Evidence of tenets of the Instructional Practice Guide
  ◦ Daily implementation of the Math Lesson Design (MLD).
  ◦ 8 Mathematical practices
  ◦ Classroom Foundations FUSD Classroom Foundations
  ◦ Effectiveness of PLC collaboration and decision making Instruction in relation to essential standards (those determined by PLC on Essential Learning Matrix)
• IPG data will demonstrate an increase of 10% of Desired Needs Target per quarter in Tenets 1, 2A, 2B, 2C and 3 of the Instructional Practice Guide for Math.
• Principal will review with Region leaders at SARC meetings.
	Admin Team, Math PLC and ILT, District Level Math Support for ongoing feedback and collaboration.	Daily and reported weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Supervision and Evaluation Practices • Analyze walkthrough data to determine trends and patterns to address instructional practices • Calibrate how team collects information and provides effective feedback in a timely manner • Utilize iAchieve for feedback • Provide feedback according to communication plan • Follow all formal evaluation procedures and timelines as delineated in our Collective Bargaining Agreement (CBA).	Admin Team, Lead Teachers, TSA Support	Daily and reported weekly

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

PLCs apply the practices outlined in Learning By Doing
• Math PLC teams in the Sunnyside Region will increase by at least one indicator on the Professional Learning Communities at Work Continuum: Learning as Our Fundamental Purpose (Learning by Doing, 2nd Edition; Part 1-page 82 and 83; Part 2-Page 106)
  ◦ **GOAL #1:** PLC will identify high-leverage grade-level essential standards for the year, sorted by quarters, by September 1 and December 1, as measured by team artifacts.
  ◦ **GOAL #2:** PLC will engage in a backwards mapping process and identify Learning Targets for each identified essential standard by using the district tools (scope and sequence, pacing guide, CFA assessment guide) in order to target mastery of the essential standards, as measured by team artifacts.
  ◦ **GOAL #3:** PLC will identify/create CFAs for essential standards and learning targets being addressed during current quarter and monitor student progress towards mastery of identified standards, as measured by team artifacts
• Analyze and reevaluate data, and determine teachers' needs and student supports
• Refine Math PLC goals as determined by data
• Ensure that all agendas and minutes uphold FUSD PLC Foundations and accurately reflect student learning
• Administrators support different content area teams and give PLC and Lead Teacher feedback
• PLC planning time will be made available in summer and during the year for provide teachers with opportunities to develop and refine lessons and assessments.
	ILT, Supervising Admin, and District Level Math Support for ongoing feedback and collaboration.	Weekly and additional time, as needed

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Math Diagnostic Assessments • Administer to incoming 7th and 8th grade students to measure academic readiness. • Analyze to identify specific gaps to inform strategies and instructional practices.	Math PLC, Academic Counselor and TSA Support	Will be administered in May to incoming students.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
"Zero Period" Intervention Support • Math teachers will be provided with opportunities to provide ongoing Math intervention and support with extra pay contracts. • Students will be vetted based on I-Ready results. • TSA Support will interview students to ensure student buy-in for attendance and to set the tone for intervention. • Students will return signed permission slips, notifying parents of requirements for student participation and time frames.	Academic Counselor, Math Teacher and TSA Support	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
PLI Initiative: Education Elements • Lead teachers will receive professional development with Ed Elements and will engage in personalized learning that equips them with knowledge, skills, and resources to ensure that students receive the instruction they need when they need it. • Principal and VP will participate in learning with Leads in order to best support teachers in new learning. • Admin and District support personnel will spend time walking classrooms to see how implementation is happening and where the program can be further improved.	Lead teachers, Principal and VP	Daily with PL over a 12-18 month period

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Planning Days • Will take place twice a year • Teachers will collaborate on 6-8 week plans and best practices • Data will be used to inform instruction and next steps • Teams will work with district level supports--including coaches, when necessary	Core Teachers and Supervising Admin	Once a semester

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Standards-Based Report Cards • The purpose of implementing standards-based grading, is for teachers work to understand the effectiveness of instruction, they will be measuring student learning. • Instead of a single overall grade, the subject matter is broken down into smaller “learning targets.” • Each target is a teachable concept that students should master by the end of the course. • Throughout the term, student learning on each target is recorded. • Teachers track student progress, give appropriate feedback, and adapt instruction to meet student needs.	Academic Teams, Academic Counselor and Supervising Admin	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
CF Pivot Team • Determine areas of focus for the site as a whole • Meet periodically to collaborate on and monitor data. • Provide timely feedback and support, as needed. • Site Leaders will engage in strategic learning opportunities that directly impact school improvement. • CSI Pivot team and Site Literacy Team have been merged in order to form one team to maximize collaboration and teacher practice effectiveness. • The CSI/Literacy team will meet monthly and collaboration will build off of previous meetings to ensure that root causes and any agreements that are made are being addressed on a daily basis and are implemented with fidelity. • All stakeholders, including teacher representatives from all content areas, district and site leadership will meet to collaborate and problem solve on how to improve practices and will identify high leverage instructional moves that will address the root cause of student disproportions in literacy across content areas. • As a result, all teachers have started to work at the same pace, using the same strategies and are beginning to understand how to look at data effectively and hold one another accountable for daily classroom practices.	Instructional Superintendent, Site Admin, Site Literacy Team and CF Pivot Team including additional District Leadership	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Unbound Ed Standards Institute • Training to support students by providing high-quality, aligned curricula. • Teachers deliver the comprehensive support needed to help all students meet the rigorous demands of grade level standards.	Admin and Site Team	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
ASA Tutorial • To systematically address and support our bold stance and district goals that every student can and must learn at grade level and beyond and excel in reading, writing and math. • This process will ensure equity among all students and provide an early intervention when gaps occur in student learning by upholding our regional belief that "All means all" while we work together to increase and accelerate student achievement.	VP, CCR Team and Teachers	Bi-Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Discovery Ed • Provide dynamic professional learning that combines the power of content, pedagogy and technology to create innovative and engaging learning experiences. • Strengthen teacher effectiveness • Empower school leaders • Increase student engagement	Teacher Librarian and Core Teachers	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
iReady Grade Level Support • Will be used to supplement instruction and address unfinished learning. • Teachers will use data to provide students with more high quality instructional strategies on a daily basis. • Students and teachers will engage in data chats after each administration.	ELA PLC, Math PLC and History PLC	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Outdoor Learning Spaces • Table installations and irrigation for outdoor learning spaces will allow for students to engage with one another in spaces that provide physical distancing, and opportunities for students to learn in a more personalized space. • Cement sections will be laid to maintain upkeep and ensure that learning spaces stay safe for use.	GLA and Core Teachers	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Outside Consultant for PL Opportunities • To continue with an in depth study of current best practices • Refine teacher understanding and pedagogy. • Will provide teachers with time in space with educational experts to hone in on high leverage moves that will have a greater impact on student learning	Regional Admin	By Semester

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
After School Tutoring • Students will attend After-School Tutoring to get extra support in Math and Literacy. • All athletes are required to attend After School Tutoring for the first hour before attending practice. • Supplemental contracts will be offered to teachers who make themselves available to support students after school.	GLA, ASP Coordinator and Math/ELA Teachers	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
A4 Excellence Academy • African American Academic Acceleration (A4) • Identify and address the fundamental causes for the discrepancy in academic outcomes between African American students and other demographic groups • Allow African American students the opportunity to reach academic success in classes that challenge them in rigorous learning opportunities on a daily basis	Principal, A4 Lead, Teachers	Daily

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

Ongoing Instructional Services through multiple measures:

- Go Math! curriculum

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

All students will engage in a range of structured learning, including but not limited to:

- Collaborative learning
- Small group instruction
- Inquiry between and among disciplines
- Interdisciplinary units
- Real-world applications
- Gradual release models of instruction

Supplies to include but not limited to:

- Technology: tablets
- Headphones
- Document cameras
- Printers
- LCD projectors
- Speakers
- Licenses for databases and software to use for Blended Learning
- Access to school library for independent reading
- Paper, pencils, markers,whiteboards, poster paper, notebooks, and composition books
- Field Trips
- Celebrations

Specify enhanced services for EL students:

Ongoing Services and Support through multiple measures:

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

Specify enhanced services for low-performing student groups:

Ongoing Services and Support through multiple measures:

- Professional learning opportunities: Standards Institute Training, AVID Summer Institute, EL Lab Schools, Professional Learning Communities and ongoing PLI support.
- Teachers who attend Standards Institutes will learn effective strategies for addressing cultural bias and ensuring equity and access for all students, especially students of color. These teachers will work together to deliver content to staff in order to ensure accountability and continuity of practices.
- Students are recommended for AVID based on GPA and teacher reference. This will impact students "in the middle of the road" who have college potential. All students will have an opportunity to apply and will be interviewed for a spot in the AVID program.
- Extra laptops will be provided to all teachers in order to access technology in meaningful ways to engage students and allow them to collaborate through our site blended learning model through station rotations.
- Teachers will develop comprehensive plans for SBAC and IReady prep in order to improve student readiness and ability to navigate systems as they progress. These plans will be implemented across the Professional Learning Community in order to ensure fidelity and allow for teachers to collaborate and reinforce common practices.
- All advisory classes will create online portfolios in order to develop SEL skills and goal-setting through class sets of laptops and create learning portfolios that will provide a place for them to reflect on their work throughout the year, set and review goals that are set based on SBAC and I-Ready data.
- The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and

will meet periodically to collaborate on and monitor data as it pertains to the school site plan.

- Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. The Pivot team and Site Literacy Team have been merged in order to form one team to maximize collaboration and teacher practice effectiveness. The CSI/Literacy team will meet monthly and collaboration will build off of previous meetings to ensure that root causes and any agreements that are made are being addressed on a daily basis and are implemented with fidelity. All stakeholders, including teacher representatives from all content areas, district and site leadership will meet to collaborate and problem solve on how to improve practices and will identify high leverage instructional moves that will address the root cause of student disproportions in literacy across content areas. As a result, all teachers have started to work at the same pace, using the same strategies and are beginning to understand how to look at data effectively and hold one another accountable for daily classroom practices.
- Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
- Goal-setting in advisory periods
- Tier 1 Intervention support through bi-weekly ASA Tutorials
- Integrate ELD standards in daily lessons
- Zero-Period Interventions in Math and ELA
- Reading, writing, speaking, and listening in every lesson, every period, every day.
- Collaborative, Productive Groups and Station Rotations.
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- PLI Teacher support
- TSA Support

Action 3

Title: Action #3: D/F Rate

Action Details:

By June 2024, 40% or less of students will have a D or F on their report card.

D/F: In continued alignment with our site goal to increase and accelerate student achievement, all Terronez staff will promote all students to perform to their highest potential academically and behaviorally through multiple structures and procedures. Students' academic progress will be monitored through Early Identification and Intervention System tool (EIIS). Terronez staff will be trained on strategies through professional learning on how to work with students at risk of failing and will develop positive plans for student support and RTI in the classroom. Teachers will also be trained on ways to identify student's "triggers" to promote a more positive working relationship within the classroom in efforts to decrease the amount of students categorized as high-risk. All Terronez teachers will continue to participate in professional learning opportunities, including Standards Institute Training, AVID Summer Institute, the Si Se Puede conference, CLTA, CADA, WEB Training, Professional Learning Communities and district PLI training that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan. A Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. Throughout the academic school year, Terronez Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement. This structure will promote a decrease of less than 40% of students earning a D or F in a core class during the 2023-24 school year as measured by their report cards.

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

Explain the Progress Monitoring and data used for this Action

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

Create and Maintain Academic Counseling Responsive Services
• Protocol for new student enrollment and intake
• Quarterly D/F chats
• Parent meetings
  ◦ Student/Teacher/Parent Conferences
  ◦ Referrals to 504 or SST
  ◦ Referrals to COST
• Academic Team field trips to universities
• Student rewards and incentives
• High school articulation
• Elementary articulation
	Academic Counselor and GLA	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Academic Support Services • AVID Strategies in every class • Tutorials • After School Program and Tutoring • Tutor.com • Bi-monthly grade checks and goal setting • Bi-monthly progress reports sent home with students	Academic Counselors, Teachers and GLA	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Parent/Team Conferences • Academic Teams will schedule time with parents to pick up and review standards-based report cards • Conferences will take place once a semester	Academic Teams, Academic Counselor and Supervising Admin	Once a semester

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Standards-Based Report Cards • The purpose of implementing standards-based grading, is for teachers work to understand the effectiveness of instruction, they will be measuring student learning. • Instead of a single overall grade, the subject matter is broken down into smaller “learning targets.” • Each target is a teachable concept that students should master by the end of the course. • Throughout the term, student learning on each target is recorded. • Teachers track student progress, give appropriate feedback, and adapt instruction to meet student needs.	Academic Teams, Academic Counselor and Supervising Admin	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
CF Pivot Team • Determine areas of focus for the site as a whole • Meet periodically to collaborate on and monitor data. • Provide timely feedback and support, as needed. • Site Leaders will engage in strategic learning opportunities that directly impact school improvement. • CSI Pivot team and Site Literacy Team have been merged in order to form one team to maximize collaboration and teacher practice effectiveness. • The CSI/Literacy team will meet monthly and collaboration will build off of previous meetings to ensure that root causes and any agreements that are made are being addressed on a daily basis and are implemented with fidelity. • All stakeholders, including teacher representatives from all content areas, district and site leadership will meet to collaborate and problem solve on how to improve practices and will identify high leverage instructional moves that will address the root cause of student disproportions in literacy across content areas. • As a result, all teachers have started to work at the same pace, using the same strategies and are beginning to understand how to look at data effectively and hold one another accountable for daily classroom practices.	Instructional Superintendent, Site Admin, Site Literacy Team and CF Pivot Team including additional District Leadership	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Unbound Ed Standards Institute • Training to support students by providing high-quality, aligned curricula. • Teachers deliver the comprehensive support needed to help all students meet the rigorous demands of grade level standards.	Admin and Site Team	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
ASA Tutorial • To systematically address and support our bold stance and district goals that every student can and must learn at grade level and beyond and excel in reading, writing and math. • This process will ensure equity among all students and provide an early intervention when gaps occur in student learning by upholding our regional belief that "All means all" while we work together to increase and accelerate student achievement. • Teachers will meet during Academic Team collaboration monthly to discuss the academic achievement of their students and best practices that move learning forward. • During AT meetings, teachers will identify students who are in need of academic intervention and will determine which students will be notified to attend tutorials during the week. • This structure will promote the increase of students who receive Tier 1 support in a core class prior to receiving a failing grade and will encourage teachers to discuss effective practices to ensure that best first teaching is happening during every period, every day.	VP, CCR Team and Teachers	Bi-Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Discovery Ed • Provide dynamic professional learning that combines the power of content, pedagogy and technology to create innovative and engaging learning experiences. • Strengthen teacher effectiveness • Empower school leaders • Increase student engagement	Teacher Librarian and Core Teachers	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
After School Tutoring • Students will attend After-School Tutoring to get extra support in Math and Literacy. • All athletes are required to attend After School Tutoring for the first hour before attending practice. • Supplemental contracts will be offered to teachers who make themselves available to support students after school.	GLA, ASP Coordinator, Math/ELA Teachers	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Planning Days • Will take place twice a year • Teachers will collaborate on 6-8 week plans and best practices • Data will be used to inform instruction and next steps • Teams will work with district level supports--including coaches, when necessary	Core Teachers and Supervising Admin	Twice a year

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
A4 Excellence Academy • African American Academic Acceleration (A4) • Identify and address the fundamental causes for the discrepancy in academic outcomes between African American students and other demographic groups • Allow African American students the opportunity to reach academic success in classes that challenge them in rigorous learning opportunities on a daily basis	Principal, A4 Lead, Teachers	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
AR Accelerated Reader • AR will motivate, monitor, and manage students' independent reading practice. • Students develop a true love for reading. • The program assists students in setting personalized goals to help students stay focused on the factors that matter most for reading growth.	Teacher Librarian and Teachers	Daily

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

Direct Instructional Services, Materials and Supplies

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

Supplies to include but not limited to:

- Technology: tablets
- Headphones
- Document cameras
- Printers
- LCD projectors
- Speakers
- Licenses for databases and software to use for Blended Learning
- Access to school library for independent reading
- Paper, pencils, markers, whiteboards, poster paper, notebooks, and composition books
- Field Trips
- Celebrations
- Electronic Gate and other Maintenance to support campus safety and beautification

Specify enhanced services for EL students:

Ongoing services and support through multiple measures:

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

Specify enhanced services for low-performing student groups:

Ongoing Services and Support through multiple measures

- Professional learning opportunities: Standards Institute Training, AVID Summer Institute, EL Lab Schools, Professional Learning Communities and ongoing PLI support.
- Teachers who attend Standards Institutes will learn effective strategies for addressing cultural bias and ensuring equity and access for all students, especially students of color. These teachers will work together to deliver content to staff in order to ensure accountability and continuity of practices.
- Students are recommended for AVID based on GPA and teacher reference. This will impact students "in the middle of the road" who have college potential. All students will have an opportunity to apply and will be interviewed for a spot in the AVID program.
- Extra laptops will be provided to all teachers in order to access technology in meaningful ways to engage students and allow them to collaborate through our site blended learning model through station rotations.
- Teachers will develop comprehensive plans for SBAC and IReady prep in order to improve student readiness and ability to navigate systems as they progress. These plans will be implemented across the Professional Learning Community in order to ensure fidelity and allow for teachers to collaborate and reinforce common practices.
- All advisory classes will create online portfolios in order to develop SEL skills and goal-setting through class sets of laptops and create learning portfolios that will provide a place for them to reflect on their work throughout the year, set and review goals that are set based on SBAC and I-Ready data.
- The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan.
- Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. The Pivot team and Site Literacy Team have been merged

in order to form one team to maximize collaboration and teacher practice effectiveness. The CSI/Literacy team will meet monthly and collaboration will build off of previous meetings to ensure that root causes and any agreements that are made are being addressed on a daily basis and are implemented with fidelity. All stakeholders, including teacher representatives from all content areas, district and site leadership will meet to collaborate and problem solve on how to improve practices and will identify high leverage instructional moves that will address the root cause of student disproportions in literacy across content areas. As a result, all teachers have started to work at the same pace, using the same strategies and are beginning to understand how to look at data effectively and hold one another accountable for daily classroom practices.

- Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
- Goal-setting in advisory periods
- Tier 1 Intervention support through bi-weekly ASA Tutorials
- Integrate ELD standards in daily lessons
- Zero-Period Interventions in Math and ELA
- Reading, writing, speaking, and listening in every lesson, every period, every day.
- Collaborative, Productive Groups and Station Rotations.
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- PLI Teacher support
- TSA Support

Action 4

Title: Action #4: EL Redesignation

Action Details:

By June 2024, 40% of EL students in the upper intermediate level will be re-designated as measured by the ELPAC and District measures.

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

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
ELs have full access to grade level state standards for ELA/Literacy and other content areas • Collaboratively develop and refine school cross-disciplinary literacy map (every discipline focuses on same quarterly ELD standards – site focused plan) • PLC teams will administer common formative assessments that address the literacy skills/standards of focus in the school cross-disciplinary literacy map. • PLC teams will analyze assessment data and ILT leads will report monthly to determine trends and needs to: inform instruction, plan for academic intervention and acceleration, and archive effective best practices and strategies for student learning • IPG data • ILT planning time will be made available in summer and during the year for lead teachers to develop cross disciplinary literacy map and common formative assessments focused on essential skills contained in literacy map.	ILT and TSA Support	Quarterly

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

Students use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive) and apply language using various linguistic resources
• Develop and implement school-wide EL SMART goals and response plan
• ELs will progress through the ELD continuum as measured by EL monitoring tool, and R-FEP
  ◦ ELPAC chats
  ◦ LTEL indicator
• Integrated ELD standards across disciplines as evidenced in lesson plans and classroom walkthrough data
• Instructional Practice Guide (IPG)
• Data used to identify students who are in need of additional support, depending on their status (Newcomer, At-Risk, LTEL, RFEP)
	EL Site Rep, Admin team, and ILT	Quarterly

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

IPG Walkthrough Data
• Collect different information for the purpose of monitoring and analyzing the:
  ◦ Evidence of tenets of the Instructional Practice Guide .
  ◦ Focus skills/standards of quarterly school inter-disciplinary literacy map
  ◦ Classroom Foundations FUSD Classroom Foundations.
  ◦ Effectiveness of PLC collaboration and decision making Instruction in relation to essential standards (those determined by AC on Essential Learning Matrix).
• IPG data will demonstrate an increase of 10% of Desired Needs Target per quarter in Tenets 1, 2A, 2B, 2C and 3 of the Instructional Practice Guide for Literacy.
• Analyze walkthrough data to determine trends and patterns to address instructional practices.
• Calibrate how Admin team collects information.
• Provide high-leverage feedback in a timely manner.
• Principal will review with Region leaders at SARC meetings.
	Admin team, ILT and TSA Support	Ongoing

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

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
CF Pivot Team • Determine areas of focus for the site as a whole • Meet periodically to collaborate on and monitor data. • Provide timely feedback and support, as needed. • Site Leaders will engage in strategic learning opportunities that directly impact school improvement. • CSI Pivot team and Site Literacy Team have been merged in order to form one team to maximize collaboration and teacher practice effectiveness. • The CSI/Literacy team will meet monthly and collaboration will build off of previous meetings to ensure that root causes and any agreements that are made are being addressed on a daily basis and are implemented with fidelity. • All stakeholders, including teacher representatives from all content areas, district and site leadership will meet to collaborate and problem solve on how to improve practices and will identify high leverage instructional moves that will address the root cause of student disproportions in literacy across content areas. • As a result, all teachers have started to work at the same pace, using the same strategies and are beginning to understand how to look at data effectively and hold one another accountable for daily classroom practices.	Instructional Superintendent, Site Admin, Site Literacy Team and CF Pivot Team including additional District Leadership	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Unbound Ed Standards Institute • Training to support students by providing high-quality, aligned curricula. • Teachers deliver the comprehensive support needed to help all students meet the rigorous demands of grade level standards.	Admin and Site Team	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
ASA Tutorial • To systematically address and support our bold stance and district goals that every student can and must learn at grade level and beyond and excel in reading, writing and math. • This process will ensure equity among all students and provide an early intervention when gaps occur in student learning by upholding our regional belief that "All means all" while we work together to increase and accelerate student achievement. • Teachers will meet during Academic Team collaboration monthly to discuss the academic achievement of their students and best practices that move learning forward. • During AT meetings, teachers will identify students who are in need of academic intervention and will determine which students will be notified to attend tutorials during the week. • This structure will promote the increase of students who receive Tier 1 support in a core class prior to receiving a failing grade and will encourage teachers to discuss effective practices to ensure that best first teaching is happening during every period, every day.	VP, CCR Team and Teachers	Bi-Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Conferences to Support Best Practices • Si Se Puede Conference • California Language Teacher Association (CLTA) • Teachers attend conferences to network and collaborate with colleagues throughout the valley. • Teachers present and share what they have learned with staff and incorporate new learning into every day instruction.	Spanish and ELD Teacher	Yearly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Hmong Home School Liaison • Works to establish a relationship with Hmong parents and the school. • Visits parents or contacts them by phone, when necessary. • Makes families feel welcome and represented on campus and bridges gaps in communication that would otherwise hinder progress.	Office Manager	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Spanish Home School Liaison • Works to establish a relationship with Spanish speaking parents and the school. • Visits parents or contacts them by phone, when necessary. • Makes families feel welcome and represented on campus and bridges gaps in communication that would otherwise hinder progress.	Office Manager	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Subs for On-Site ELPAC Testing • English Language Proficiency Assessments for California • Students are assessed on campus with teachers they are familiar with to encourage them to do their best to achieve redesignation. • Teachers pull students during advisory to hold data chats and create a plan for success.	GLA, REC Teacher, Co-Teachers	Yearly

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

Ongoing Instructional services through multiple measures:

- Participation in ELPAC seminars
- EL students will receive differentiated instruction to address their levels of proficiency according to the language continuum
- Voluntary workshops aimed at building proficiency, college, career and civic life capacities
- TSA Teacher-Support and chats as it relates to ELPAC, DRP, ELDA and grades
- Academic Counseling
- Students track assessment data, set goals, and reflect during Advisory periods (contained within personal agenda planner)
- After-school and lunch tutorials
- Comprehensive Response to Intervention program to provide universal supports to all students within the school day
- Emerging level EL students scheduled in ELD course
- Teachers in core content areas will create and administer lessons addressing literacy skills across content areas with appropriate interventions.

All students will engage in a range of structured learning, including but not limited to:

- Collaborative learning
- Small group instruction
- Inquiry between and among disciplines
- Interdisciplinary units
- Real-world applications
- Gradual release models of instruction

Supplies to include but not limited to:

- Technology: tablets
- Headphones
- Document cameras
- Printers
- LCD projectors
- Speakers
- Licenses for databases and software to use for Blended Learning
- Access to school library for independent reading

- Paper, pencils, markers,whiteboards, poster paper, notebooks, and composition books
- Field Trips
- Celebrations

Specify enhanced services for EL students:

Ongoing Services and Support through multiple measures:

- Integrate ELD standards in daily lessons
- Collaborative and Productive Groups
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- Develop and implement school-wide EL SMARTgoal and response plan
- Home-School Liaison will make home visits when necessary to ensure ongoing communication with families and school.
- Teaching Fellows
- Public translating services
- TSA Support

Specify enhanced services for low-performing student groups:

Ongoing Services and Support through multiple measures:

- Professional learning opportunities: Standards Institute Training, AVID Summer Institute, EL Lab Schools, Professional Learning Communities and ongoing PLI support.
- Teachers who attend Standards Institutes will learn effective strategies for addressing cultural bias and ensuring equity and access for all students, especially students of color. These teachers will work together to deliver content to staff in order to ensure accountability and continuity of practices.
- Students are recommended for AVID based on GPA and teacher reference. This will impact students "in the middle of the road" who have college potential. All students will have an opportunity to apply and will be interviewed for a spot in the AVID program.
- Extra laptops will be provided to all teachers in order to access technology in meaningful ways to engage students and allow them to collaborate through our site blended learning model through station rotations.
- Teachers will develop comprehensive plans for SBAC and IReady prep in order to improve student readiness and ability to navigate systems as they progress. These plans will be implemented across the Professional Learning Community in order to ensure fidelity and allow for teachers to collaborate and reinforce common practices.
- All advisory classes will create online portfolios in order to develop SEL skills and goal-setting through class sets of laptops and create learning portfolios that will provide a place for them to reflect on their work throughout the year, set and review goals that are set based on SBAC and I-Ready data.
- The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan.
- Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. The Pivot team and Site Literacy Team have been merged in order to form one team to maximize collaboration and teacher practice effectiveness. The CSI/Literacy team will meet monthly and collaboration will build off of previous meetings to ensure that root causes and any agreements that are made are being addressed on a daily basis and are implemented with fidelity. All stakeholders, including teacher representatives from all content areas, district and site leadership will meet to collaborate and problem solve on how to improve practices and will identify high leverage instructional moves that will address the root cause of student disproportions in literacy across content areas. As a result, all teachers have started to work at the same pace, using the same strategies and are beginning to understand how to look at data effectively and hold one another accountable for daily classroom practices.
- Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
- Goal-setting in advisory periods
- Tier 1 Intervention support through bi-weekly ASA Tutorials
- Integrate ELD standards in daily lessons
- Zero-Period Interventions in Math and ELA
- Reading, writing, speaking, and listening in every lesson, every period, every day.
- Collaborative, Productive Groups and Station Rotations.
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- PLI Teacher support

- TSA Support

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0423 Terronez Middle School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	15,656.00
G1A1	Title 1 Basic	Instruction	Travel			: Teacher Conferences	25,000.00
G1A1	Title 1 Basic	Instruction	Travel			: Student Study Trip	25,000.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: Materials and Supplies **No incentives or food**	2,380.00
G1A1	ESSA-CSI	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		69,502.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	12,004.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Diversity/Standards Institute, RCA, AASC Team to Implement Learning from Conference/Grading (for 6 people) (for actions 1-4)	6,161.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract for After School Math and Literacy Tutoring (2 Teachers x 69 hours) (for Actions 1-4)	8,625.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Curriculum Planning for Teacher (Ethnic Studies) (13 Hours) (for Actions 1-4)	3,697.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			After School Detention Contracts	3,278.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Site Licenses - Class Kick, Edcite, Accelerated Reader	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	3,653.00
G1A1	Sup & Conc	Instruction	Travel			Cada Conference	2,800.00
G1A1	Sup & Conc	Instruction	Travel			: Standards Institute Travel	28,000.00
G1A1	Sup & Conc	Instruction	Travel			: Rental Cars for Travel	2,000.00
G1A1	Sup & Conc	Instruction	Travel			: Teacher/admin conferences and professional learning to Improve Literacy and Math (for actions 1-4)+C33	3,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance	3,500.00
G1A1	Sup & Conc	Instruction	Direct Trans			Transportation for student UC college trips	25,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics (for actions 1-4)	6,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD - : Consultant for Impact Report	10,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD - : Consultant for PL; Hire for PL	4,500.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Admin Substitutes	8,404.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Nc-Equipment			: Golf Cart	10,000.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Mat & Supp			: Professional Learning for Teachers (Food P.O's) Buyback, ILTs, Literacy Team Meetings, Champion Meetings, Cross Regional Ethnic Studies Meetings, other District Meetings, (P.O's are for DiCicco's,	9,000.00

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0423 Terronez Middle School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		In-House Instructional Staff Deve	Mat & Supp			Mediterranean Grill, Bobby Salazar's, Dutch Bros, Vallarta, Donuts, Me & Eds,	9,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Computer repair	2,000.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Online ed platforms and resources, Office Depot, Office Printers, Zero period, AASC, student/teacher incentives	19,499.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Substitute ELPAC, 2 Weeks - as requested by EL Services - will need Event #	8,683.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			EL 4-Day Intensive Intervention Session (2 teachers, 20 hour contracts)	6,161.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Parent Engagement meetings (12 meetings, $1,000 each for food, decorations, etc.)	12,000.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: ELPAC incentives, international flags, redesignation ceremony, and celebrations	10,000.00
G1A4	LCFF: EL	Instruction	Travel			: Conferences for Teachers Si Se Puede Conference (for actions 1-4) California Language Teachers Association (CLTA) Conference	2,000.00
G1A4	LCFF: EL	Instruction	Direct Trans			: Travel for Students - TBD (Day trip)	5,000.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			: 4-Day EL Intensive intervention Session Materials and Supplies	13,792.00
G1A4	LCFF: EL	Attendance & Social Work Servic	Local Mileag			HSL Home Visits	300.00

$376,595.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	79.01 %	75.98 %	2022-2023	77.08 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

- All teachers will engage in a review with Academic Counselors regarding the importance and implementation of Xello.
- Teachers will be provided with a calendar and timeline for implementation.
- 100% of all 8th grade students will complete Xello through core classes during semester 1.
- Students will complete Career Matchmaker, and MySkills assessments during semester 2.
- Students who are absent for any part of the Xello, Career Matchmaker or MySkills assessment will be contacted by an Academic Counselor to complete.
- All students will complete extension activities related to the assessments during ASA advisory lessons.

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

Student-centered real world learning experience - Site Defined

- Xello was not always mandatory for all core teachers to participate in.
- Many teachers did not understand the relevance of having their students participate and complete Xello assessments.
- There should be more consistent follow up after career cruising in core classes and many students did not complete the assessments.
- When students did complete the assessments, there was not consistent follow up that occurred within classes.
- Xello opportunities will be scheduled more intentionally to provide meaningful interactions with the assessments for students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- All core content area teachers have a class set of laptops which makes it easier for Xello workshops to take place throughout the school year.
- T-Wolf University occurs twice within the academic school year and provides adequate time for assessments to take place without impacting instructional minutes.
- Since all content area teachers have access to class sets of laptops, follow up can occur timely throughout the academic school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

- Changes related directly to this goal within Action 5 will be identified through student scheduling and academic chats held quarterly with counselors within Actions 1-3.
- Adjustments to advisory lessons that occur during the school day will be addressed in Actions 1 and 6-8.

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

1 SSC:

- Teachers should continue to incorporate the use of technology in all classrooms, on a consistent basis and regardless of content area.
- Make opportunities for students using assessments relevant to their everyday lives.
- Students need to better understand the "why" behind the work that they are being asked to do.

2 ELAC:

- Parents want to hold students accountable at home however they can, but some do not know how.
- Share information and results with families in a timely manner so they can help support the school better.
- Parents would like to hear from teachers about more than just negative concerns.
- Many students get results from the assessments and do not know what it means.

3 Staff:

- Continue to secure computer carts and class computers that will stay in teacher classrooms.
- Train teachers and provide opportunities for Teacher Librarian to work with those who need additional support and time to get used to technology.
- Teachers would like to understand the process and purpose of Xello better.

Action 1

Title: Action #1: Xello/Career Readiness

Action Details:

By June 2024, 100% of 8th grade students will participate in Xello as measured by Career Matchmaker and My Skills Assessment.

Xello/Career Readiness: In continued alignment with our site and regional goal to increase and accelerate student learning, all Terronez students will be provided early exposure to college and career exploration through multiple opportunities in their core classes. As a component of our culture of connectedness and collaboration, students will use technology in meaningful ways and will review results as a way to increase student self awareness as they learn about their developing interests and skills as they explore opportunities that are right for them. This structure will promote a 7% increase or higher of students who participate in and continually access Xello curriculum for the 2023-24 school year as measured by ongoing data collection.

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

Explain the Progress Monitoring and data used for this Action

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

Xello

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

Owner(s):

Academic Counselors, Social Studies, Elective Teachers and Science Teachers

Timeline:

Will be administered during Fall semester and revisiting as needed

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
School of Choice Presentations • All 8th grade students will receive high school of choice presentations and counseling to choose potential career pathways • All 8th grade students will attend high school expo • All students will participate in UC college visits in Academic Teams	Academic Counselors and Academic Team Leads	Fall Semester and Quarterly for field trips

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

6 Year Plans
• All students will receive A-G requirements and 6 year advisement plan for college and career readiness.
• This includes:
  ◦ Course requirements
  ◦ GPA
  ◦ Goal-setting.
	Academic Counselors and AVID Elective Teacher	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
T-Wolf University • Encompasses the idea that all staff and students will engage in team and relationship building while bridging gaps that exist within academic achievement across content areas. • In addition to making connections and allowing teachers to establish positive classroom environments starting Day1, students will also dive into curriculum by taking diagnostic assessments and engaging in school-wide writing prompts in core classes. • At the conclusion of T-Wolf University, each and every student at Terronez Middle School will have made a connection with a extracurricular activity and an adult on campus that can be a champion for their success.	Teachers and Admin, CCD and Academic Counselors	At the beginning of every semester

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Student Study College Field Trips • Focus on expanding student centered and real-world learning experiences. • Each Academic Team will organize and schedule a trip to a UC campus. • Students will tour the campus and engage with tour guides.	Teachers and Supervising Admin	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
On Campus RCA • Will report directly to CSSW • Support the social emotional needs of students. • Facilitate Restorative Practices • Maintain a caseload to pre-asses and follow up on Tier 2 students, as needed.	Admin and CSSW	Daily

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

Ongoing Instructional Services through multiple measures:

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

Specify enhanced services for EL students:

Ongoing Services and Support through multiple measures:

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

Specify enhanced services for low-performing student groups:

Ongoing Services and Support through multiple measures:

- Professional learning opportunities: Standards Institute Training, AVID Summer Institute, EL Lab Schools, Professional Learning Communities and ongoing PLI support.
- Teachers who attend Standards Institutes will learn effective strategies for addressing cultural bias and ensuring equity and access for all students, especially students of color. These teachers will work together to deliver content to staff in order to ensure accountability and continuity of practices.
- Students are recommended for AVID based on GPA and teacher reference. This will impact students "in the middle of the road" who have college potential. All students will have an opportunity to apply and will be interviewed for a spot in the AVID program.
- Extra laptops will be provided to all teachers in order to access technology in meaningful ways to engage students and allow them to collaborate through our site blended learning model through station rotations.
- Teachers will develop comprehensive plans for SBAC and IReady prep in order to improve student readiness and ability to navigate systems as they progress. These plans will be implemented across the Professional Learning Community in order to ensure fidelity and allow for teachers to collaborate and reinforce common practices.
- All advisory classes will create online portfolios in order to develop SEL skills and goal-setting through class sets of laptops and create learning portfolios that will provide a place for them to reflect on their work throughout the year, set and review goals that are set based on SBAC and I-Ready data.
- The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan.

- Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. The Pivot team and Site Literacy Team have been merged in order to form one team to maximize collaboration and teacher practice effectiveness. The CSI/Literacy team will meet monthly and collaboration will build off of previous meetings to ensure that root causes and any agreements that are made are being addressed on a daily basis and are implemented with fidelity. All stakeholders, including teacher representatives from all content areas, district and site leadership will meet to collaborate and problem solve on how to improve practices and will identify high leverage instructional moves that will address the root cause of student disproportions in literacy across content areas. As a result, all teachers have started to work at the same pace, using the same strategies and are beginning to understand how to look at data effectively and hold one another accountable for daily classroom practices.
- Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
- Goal-setting in advisory periods
- Tier 1 Intervention support through bi-weekly ASA Tutorials
- Integrate ELD standards in daily lessons
- Zero-Period Interventions in Math and ELA
- Reading, writing, speaking, and listening in every lesson, every period, every day.
- Collaborative, Productive Groups and Station Rotations.
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- PLI Teacher support
- TSA Support

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔	38.07 %	32.64 %	2022-2023	32.04 %
Suspension Rate - Semester 1	✔	7.48 %	8.79 %	2022-2023	8.46 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

- The weekly attendance rate is 95.23% for the current school year.
- The weekly attendance rate is down .37% from the previous school year.
- Documented phone logs, parent and student contact related to attendance on ATLAS.
- Academic teams will meet monthly to discuss student progress and schedule parent meetings and in-class supports that will be put in place.
- Teachers will commit to calling home when it is noticed that students are frequently tardy or absent from class.
- Teachers will greet students at their doors every period, every day and will verbally encourage students to get to class on time.
- All admin, Campus Safety Assistants, and NTAs will "push" students into class and monitor high traffic areas during passing periods, breaks and lunch.
- Almost 95% of students are involved in a club or activity on campus for the current school year.
- The number of students involved in a club or activity on campus has decreased by11% from the previous school year.
- New clubs are included based on student interest each school year.
- All clubs meet weekly and must have an advisor and complete a charter to be able to meet and fundraise.
- All students have an opportunity during T-Wolf University to become familiar with clubs and activities on campus and to sign-up and show interest prior to "Club Rush".
- Campus Culture Director will host "Club Rush" at the start of each semester to ensure that all students are aware of what clubs and activities are available.
- All students are encouraged to sign up for at least one club or activity on campus.
- All club advisors will log in ATLAS engagements at the conclusion of each meeting or event.

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

Chronic Absenteeism

- 32.6% of students are categorized as "chronically absent" during the current school year.
- The percentage of students who are categorized as "chronically absent" has increased by 23% from the previous school year.
- There is not always a consistent school home connection encouraging students to come to school.
- Many parents are unresponsive and may not return phone calls or attend scheduled meetings.
- Teachers do not always document chronic student absences to provide timely intervention before
- Admin intervention or students become in danger of being referred to SARB.
- Teachers are not always consistently at their doors to greet students prior to the start of the period.
- Many students attend clubs once and change interests.
- Club advisors not holding weekly meetings on a consistent basis.
- Many club advisors do not enter their club meetings in ATLAS Engagements on a consistent basis.
- Not all clubs have completed charters.

Suspensions students with 1 or more

- At the end of the school year, all teachers will create a plan for restorative responses to student misbehavior and tardies.
- All Restorative plans should be aligned to school-wide rules and expectations and also to content and departments.
- Teachers need time to review and update their classroom restorative plans throughout the school year.
- Staff will benefit from ongoing PL on school-wide expectations and processes to refresh or notify them of updates.
- New students not consistently being identified and targeted for activities.
- Student Athletes get suspended from school and become ineligible to participate.
- Student Athletes receive failing grades and become ineligible to participate.

Suspensions students with 1 or more

- Off campus suspensions are currently at 21.1% for the current school year.
- The percentage of off campus suspensions has decreased by 2.25% from the previous school year.
- Teachers receive ongoing PL on Restorative Practices with staff to be revisited quarterly or as needed and provided by Climate Culture Specialist.
- Staff review previous readings on “Restorative Practices in Schools and Circle Processes”.
- When students are suspended from class, teachers make parent contact and a restorative circle is held prior to the student returning to class to repair the damaged relationship.
- Students participate in Restorative Panels upon return from off campus suspensions.
- Culture and Climate team will update staff on referrals, referral processes and alternatives.
- Ongoing PL will include: Structures for Success School wide commitments/expectations Social
- Emotional initiatives Strategies for classroom management
- Flip the Day model allows for students to build positive relationships with staff.
- Students not engaged in a school connection activities are identified and counseled to find interest and make connections with peers.
- Athletic Director will recruiting eligible students for sports based on student interest and adult recommendation.
- Music teacher will recruit students from feeder elementary schools and will continue to expand program.
- All sporting events will be promoted on campus to encourage students to participate and attend.
- Campus clubs will be adjusted based on attendance and student interest.
- Teachers work together in committees to provide opportunities for students to engage in the arts and in their community.
- Assemblies and celebrations.
- All students will attend University of California study trip during the Academic Year.
- RCA and Mentors will work closely with students to provide guidance when misbehaviors occur and will work together to re-engage students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- 2 mentors from Hand in Hand mentoring will work with RCA to provide mentorship and support to struggling students.
- Attendance Clerk provides weekly reports to CSSW to provide a first line of contact and intervention for parents and students when multiply tardies or absences occur.
- Attendance Clerk and CSSW meet biweekly with VP for review and follow-up with students who have multiple tardies or absences and schedule parent meetings to review school-wide rules and expectations. All parents are required to attend meeting with their child and must sign a contract agreeing to uphold all guidelines for success.
- Student incentives provide staff with multiple opportunities to inspire and reward students for academic and behavioral achievements. Staff use "PAWS" tickets for students who follow school-wide rules and expectations and T-Wolf Bucks that can be used for school-wide drawings and redeemed for small snacks and prizes.
- HSL makes home visits when students are chronically absent and schedules parent meetings when attendance does not improve.
- Continued professional learning opportunities for REC teacher and CCR Team for continued learning and ongoing staff support.
- Planning and collaboration days are scheduled throughout the year and teacher teams work with CCS to refine practices and plan for school-wide protocols and lessons.
- CCS and team of district personnel from DPI along with members of the Terronez CCR team routinely walk classrooms and observe Class Meeting Circles and advisory lessons to provide feedback and calibrate on effectiveness and implementation.
- Clubs meet weekly and students have an opportunity to fundraise to attend extra events outside of school.
- Clubs are offered weekly and students have multiple opportunities to attend clubs of choice.

- All club advisors complete a charter for their club in order to be recognized and raise funds for club use.
- All student athletes are required to attend ASA Tutorials when they need to make-up or complete assignments.
- School-Wide Circles will be focused on student interest and current availability of clubs.
- Lessons during T-Wolf University will allow for student interest and current availability of clubs.
- Teachers will have an opportunity to express interest in coaching a sport and will engage in coaching reviews at the conclusion of the season.
- Teachers hired to work with student athletes during After-School program tutorial and will work with ASP to provide support.
- As a result of staff staying later on campus due to supervising, coaching and tutoring and to replace old facilities, an electronic gate and keypad will be installed to avoid keeping gates open during the day and allowing them to open and close when necessary to increase safety measures.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

- Mentors from Hand in Hand mentoring will be addressed throughout Actions in Goal 3.
- Changes to Actions 7 and 8 can be found can be found within logs and records of meetings and communication held between the school and parent in Goal 4.
- Student attendance rates will increase due to actions outlined within Goal 4.
- School-Wide circles and advisory lessons will be addressed within Goals 1 and 3.
- Academic Team work and collaboration will be addressed throughout Goal 1.
- Planning days for staff to collaborate and provide feedback to colleagues will be outlined in Goal 1.
- Changes to this goal can be found in Action 5.Athletic Director and Campus Culture Director with quarterly follow-up with students who are not engaged to get them involved and will be outlined in Goal 1 and 3.
- ASA Tutorials as a School-Wide response to intervention will be addressed in Goal 1.
- Advisory lessons, Circles and T-Wolf University will be outlined within Goals 1 and 4.
- Teachers working outside of their duty day in order to provide additional support to students will be outlined in Goals 1 and 2.

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

1 SSC:

- Teachers should continue to incorporate the use of technology in all classrooms, on a consistent basis and regardless of content area.
- Involve multiple adults on campus to reach out to students who struggle.
- Have a system in place for students who may be chronically late or who try to "ditch" classes.
- Students need to better understand the "why" behind the work that they are being asked to do.
- Continue to fund site activities as students clearly benefit from them.
- Activities are important for students to get involved.
- Students appreciate efforts by adults.

2 ELAC:

- Be flexible with parent work schedules when asking for meetings.
- Allow parents to attend classes with their child when their schedule is open.
- Contact parents as soon as possible and have an open mind when children are late due to parents.
- Parents would like to hear from teachers about more than just negative concerns.
- Students enjoy being able to participate in activities from school and are more successful when they are involved.
- Parents feel connected when they are invited to attend events.
- Coaches should contact parents when students express

3 Staff:

- Continue to fund extra pay contracts to encourage teachers to be advisors of clubs.
- Work together to update club types and make sure that all interests and student groups are equally represented.
- Admin will continue to support CCD and AD in holding club advisors accountable for charters and meetings.
- All quarterly supervision schedules will allow for teachers to attend events and show equal representation among staff at events.
- Give staff more training in CHAMPS and other positive interventions.
- Have CCR team review classrooms and school-wide structures.

- Student interest changes and it's important to remember that.
- Reach out to the community when sporting events are happening and to encourage parents to participate.

interest in an activity or sport so they can support them.

- Please follow up with CAs to make sure that they are in their positions.
- Paraprofessional support in classrooms.
- Parent conferences and observations to get in front of student behaviors.
- Vertical articulation coordinated with elementary and high schools to determine essential skills by grade level.
- Lunch and afterschool detention to hold students accountable for behavior.
- Keep Hand-in-Hand Mentors working closely with CSSW.
- Revisit teacher commitments to calling home when students are frequently tardy or absent.
- Create student and parent celebrations for improvement of attendance on a quarterly basis.
- Incorporate more SEL lessons into curriculum.
- Include Athletic Director/Assistant Athletic Director and Cabinet Meetings.
- Focus on School Branding and give clubs “start-up” budget money.

Action 1

Title: Action #1: Intervention and Suspension

Action Details:

By June 2024, the suspension rate will decrease to 10% or lower.

By June 2024, the number of students who receive appropriate behavior interventions will increase to 85%

RTI: In continued alignment with our site and regional goal to ensure a safe and welcoming environment and maintain a culture of connectedness and collaboration, we will improve our Restorative Practices Plan and refine our multi-tiered system of support that includes classroom and school-wide interventions that address student behaviors and social emotional needs with targeted levels of support. We will monitor effectiveness of these interventions though various methods of systems and data collection and will review it weekly as a team. Our culture and climate team will work with the teachers and administration to ensure school wide discipline policies are developed, revised when necessary and implemented with fidelity. All Terronez teachers will continue to participate in professional learning opportunities, including Standards Institute Training, AVID Summer Institute, the Si Se Puede conference, CADA, CLTA, WEB Training, Professional Learning Communities and ongoing district PLI support that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan. A Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. Throughout the academic school year, Terronez Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement. SEL lessons and class meetings delivered through a daily advisory period. An RCA will report directly to CSSW to support the social emotional needs of students and to facilitate Restorative Practices and maintain a caseload to pre-asses and follow up on Tier 2 students, as needed. This structure will promote a 10% decrease or higher of students who are suspended during 2023-24 school year as measured by misbehavior data. As a result, the number of students who receive appropriate and alternative interventions will increase to 85% as measured by ATLAS and restorative logs, SEL survey data and Power BI.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
School-wide Restorative Classroom Plans • Implementation of CHAMPS in every classroom • Restorative conferences • Grade-level Academy Family conferences	Teachers and Supervising Admin	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Ongoing PBIS for Social Emotional Support • Suspension re-entry conferences with support team • Restorative re-entry conferences with teacher, student and admin • Behavior support team • Tier 2 Academic team support • ATLAS Documentation Protocol • Safe School Leadership Team • Advisory lessons with SEL focus	RTI, REC Teacher, CSSW, RCA and Admin Team	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
RTI for Students at Risk for Failure • Team “Action Plan” (Establish a goal and “Action Plan” at a parent/ teacher/ admin meeting. Meet again 6 weeks later to show the progress that has been made and possibly set a new 6-week goal with actions.) • Ongoing PL for staff on Restorative Practices • Review and refine suspension conference protocol • Review and refine a behavior support protocol for the team • Parent conferences • SST	Academic Counselors and SST Coordinator	Every 6 weeks

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
School-Wide Discipline Policy and Practices • 3- level system to include Restorative Response • PL for Restorative Responses to Level 2 incidents • ATLAS documentation protocol (track level 2 and 3 entries) • Parent contact documented. • Parent Teacher Admin meetings scheduled for repeat incident/infractions. • Youth Court	CCR, Teachers and Supervising Admin	Ongoing

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

Continuous Monitoring
• Parent, Teacher, and Student SEL surveys
• Data on expulsion and suspension incidents
• Transition Center Data
• Monitor number of behavior incidents: Data monitoring for the purpose of making decisions for the following:
  ◦ Suspension
  ◦ Transition
  ◦ Detention
  ◦ Referral
• IPG data: Climate (CSTP 2)
	REC Teacher, Academic Counselors, RCA, CSSW, and Admin Team	Ongoing

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

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

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

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

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Civic Education Center • The Civic Education Center is to appropriately and systematically address the political and practical aspects of citizenship, as well as its rights and duties in order to educate students and aide them as they become leaders on campus and within the community. • The strategy of the Civic Education Center is to address the literacy needs of students involved in the program through a curriculum that gives students access to debate or discuss the values of a democratic society utilizing primary founding documents and current editorials. • Through Peer Mediation classes, where students are taught conflict mediation strategies and are responsible for communicating effectively with their peers, students will work closely with Civic Education supports in order to engage others with respect and civility, especially those who have differing or opposing views. • Students will also learn to demonstrate empathy and understanding while learning to elevate the voices of others, and will become student leaders and circle keepers for advisory classes.	REC Teacher, RCA, CCD and VP	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
CF Pivot Team • Determine areas of focus for the site as a whole • Meet periodically to collaborate on and monitor data. • Provide timely feedback and support, as needed. • Site Leaders will engage in strategic learning opportunities that directly impact school improvement. • CSI Pivot team and Site Literacy Team have been merged in order to form one team to maximize collaboration and teacher practice effectiveness. • The CSI/Literacy team will meet monthly and collaboration will build off of previous meetings to ensure that root causes and any agreements that are made are being addressed on a daily basis and are implemented with fidelity. • All stakeholders, including teacher representatives from all content areas, district and site leadership will meet to collaborate and problem solve on how to improve practices and will identify high leverage instructional moves that will address the root cause of student disproportions in literacy across content areas. • As a result, all teachers have started to work at the same pace, using the same strategies and are beginning to understand how to look at data effectively and hold one another accountable for daily classroom practices.	Instructional Superintendent, Site Admin, Site Literacy Team and CF Pivot Team including additional District Leadership	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Unbound Ed Standards Institute • Training to support students by providing high-quality, aligned curricula. • Teachers deliver the comprehensive support needed to help all students meet the rigorous demands of grade level standards.	Admin and Site Team	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
ASA Tutorial • To systematically address and support our bold stance and district goals that every student can and must learn at grade level and beyond and excel in reading, writing and math. • This process will ensure equity among all students and provide an early intervention when gaps occur in student learning by upholding our regional belief that "All means all" while we work together to increase and accelerate student achievement. • Teachers will meet during Academic Team collaboration monthly to discuss the academic achievement of their students and best practices that move learning forward. • During AT meetings, teachers will identify students who are in need of academic intervention and will determine which students will be notified to attend tutorials during the week. • This structure will promote the increase of students who receive Tier 1 support in a core class prior to receiving a failing grade and will encourage teachers to discuss effective practices to ensure that best first teaching is happening during every period, every day.	VP, CCR Team and Teachers	Bi-Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
On Campus RCA • Will report directly to CSSW • Support the social emotional needs of students. • Facilitate Restorative Practices • Maintain a caseload to pre-asses and follow up on Tier 2 students, as needed.	Admin and CSSW	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Hand in Hand Mentoring • Work to spread a positive message in our community • Offers services for underprivileged minors • Will collaborate with RCA and REC Teacher to support students in need.	Admin and CSSW	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Lunch and After School Detention • Will provide a consequence in which students can serve time and reflect on misbehavior outside of the school day. • Supplemental contracts will be made available to staff who are willing to work with students after hours.	Admin and Support Staff	Daily

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

A4 Excellence Academy

- African American Academic Acceleration (A4)
- Identify and address the fundamental causes for the discrepancy in academic outcomes between African American students and other demographic groups
- Allow African American students the opportunity to reach academic success in classes that challenge them in rigorous learning opportunities on a daily basis

Owner(s):

Principal, A4 Lead, Teachers

Timeline:

Daily

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

Ongoing Instructional Services through multiple measures:

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

Specify enhanced services for EL students:

Ongoing Services and Support through multiple measures:

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

Specify enhanced services for low-performing student groups:

Ongoing Services and Support through multiple measures:

- Professional learning opportunities: Standards Institute Training, AVID Summer Institute, EL Lab Schools, Professional Learning Communities and ongoing PLI support.
- Teachers who attend Standards Institutes will learn effective strategies for addressing cultural bias and ensuring equity and access for all students, especially students of color. These teachers will work together to deliver content to staff in order to ensure accountability and continuity of practices.
- Students are recommended for AVID based on GPA and teacher reference. This will impact students "in the middle of the road" who have college potential. All students will have an opportunity to apply and will be interviewed for a spot in the AVID program.
- Extra laptops will be provided to all teachers in order to access technology in meaningful ways to engage students and allow them to collaborate through our site blended learning model through station rotations.
- Teachers will develop comprehensive plans for SBAC and IReady prep in order to improve student readiness and ability to navigate systems as they progress. These plans will be implemented across the Professional Learning Community in order to ensure fidelity and allow for teachers to collaborate and reinforce common practices.
- All advisory classes will create online portfolios in order to develop SEL skills and goal-setting through class sets of laptops and create learning portfolios that will provide a place for them to reflect on their work throughout the year, set and review goals that are set based on SBAC and I-Ready data.
- The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan.
- Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. The Pivot team and Site Literacy Team have been merged

in order to form one team to maximize collaboration and teacher practice effectiveness. The CSI/Literacy team will meet monthly and collaboration will build off of previous meetings to ensure that root causes and any agreements that are made are being addressed on a daily basis and are implemented with fidelity. All stakeholders, including teacher representatives from all content areas, district and site leadership will meet to collaborate and problem solve on how to improve practices and will identify high leverage instructional moves that will address the root cause of student disproportions in literacy across content areas. As a result, all teachers have started to work at the same pace, using the same strategies and are beginning to understand how to look at data effectively and hold one another accountable for daily classroom practices.

- Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
- Goal-setting in advisory periods
- Tier 1 Intervention support through bi-weekly ASA Tutorials
- Integrate ELD standards in daily lessons
- Zero-Period Interventions in Math and ELA
- Reading, writing, speaking, and listening in every lesson, every period, every day.
- Collaborative, Productive Groups and Station Rotations.
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- PLI Teacher support
- TSA Support

Action 2

Title: Action #2 Attendance

Action Details:

By June 2024, our attendance rate will meet or exceed 98%

Attendance: We will continue to focus on how to strategically address absenteeism by enhancing our multi-tiered system of interventions for attendance. Interventions will be strategically designed for those who are identified as chronically absent. All Terronez teachers will continue to participate in professional learning opportunities, including Standards Institute Training, AVID Summer Institute, the Si Se Puede conference, CADA, WEB Training, Accountable Communities and ongoing district PLI support that emphasize research-based structures and effective instructional practices. The Terronez Site Team will work to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan. A Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. Throughout the academic school year, Terronez Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement. We will also continue the monthly attendance parent meetings that provide parents and students with information regarding attendance and strategies to support the improvement of attendance, as well as resources available. An RCA will report directly to CSSW to support the social emotional needs of students and to facilitate Restorative Practices and maintain a caseload to pre-asses and follow up on Tier 2 students, as needed. This structure will promote a 2% decrease or higher of students who are chronically during the 2023-24 school year as measured by attendance records and SARB referrals.

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

Explain the Progress Monitoring and data used for this Action

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

Create and Maintain a Comprehensive Support Program to Improve Attendance
• Monitoring
  ◦ Daily attendance
  ◦ Power BI Reports: Chronic Absenteeism and Comprehensive School Performance
• Identify chronic absentees and tardy students
  ◦ Implement “Start on Time” to identify students and give consequences
• Attendance Interventions developed by Attendance Intervention (AI)
  ◦ Conduct parent intervention meeting (AI)
  ◦ Individual family meeting with CSSW
  ◦ Student Attendance Review Board (SARB) meetings with parents
  ◦ CSSW logs home visits in ATLAS Student rewards and incentives
	CSSW, Attendance Clerk, Admin Team and Teachers	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Safety Team • Monitoring of school-wide “Start on Time” policy • Data collection and analysis of between-class tardies	VP, CCR and CAs	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
CF Pivot Team • Determine areas of focus for the site as a whole • Meet periodically to collaborate on and monitor data. • Provide timely feedback and support, as needed. • Site Leaders will engage in strategic learning opportunities that directly impact school improvement. • CSI Pivot team and Site Literacy Team have been merged in order to form one team to maximize collaboration and teacher practice effectiveness. • The CSI/Literacy team will meet monthly and collaboration will build off of previous meetings to ensure that root causes and any agreements that are made are being addressed on a daily basis and are implemented with fidelity. • All stakeholders, including teacher representatives from all content areas, district and site leadership will meet to collaborate and problem solve on how to improve practices and will identify high leverage instructional moves that will address the root cause of student disproportions in literacy across content areas. • As a result, all teachers have started to work at the same pace, using the same strategies and are beginning to understand how to look at data effectively and hold one another accountable for daily classroom practices.	Instructional Superintendent, Site Admin, Site Literacy Team and CF Pivot Team including additional District Leadership	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Unbound Ed Standards Institute • Training to support students by providing high-quality, aligned curricula. • Teachers deliver the comprehensive support needed to help all students meet the rigorous demands of grade level standards.	Admin and Site Team	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
On Campus RCA • Will report directly to CSSW • Support the social emotional needs of students. • Facilitate Restorative Practices, including Restorative chats with students and teachers, circles and Restorative panels, when assigned by an administrator. • Maintain a caseload to pre-asses and follow up on Tier 2 students, as needed.	Admin and CSSW	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Hand in Hand Mentoring • Work to spread a positive message in our community • Offers services for underprivileged minors • Will collaborate with RCA and REC Teacher to support students in need.	Admin and CSSW	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
After School Detention • Will provide a consequence in which students can serve time and reflect on misbehavior outside of the school day. • Supplemental contracts will be made available to staff who are willing to work with students after hours.	Admin and Support Staff	Daily

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

Ongoing Instructional Services through multiple measures:

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

Supplies to include but not limited to:

- Technology: tablets
- Headphones
- Document cameras
- Printers
- LCD projectors
- Speakers
- Licenses for databases and software to use for Blended Learning
- Access to school library for independent reading
- Paper, pencils, markers,whiteboards, poster paper, notebooks, and composition books
- Field Trips
- Celebrations

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

Ongoing Services and Support through multiple measures:

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

Ongoing Services and Support through multiple measures:

- Professional learning opportunities: Standards Institute Training, AVID Summer Institute, EL Lab Schools, Professional Learning Communities and ongoing PLI support.
- Teachers who attend Standards Institutes will learn effective strategies for addressing cultural bias and ensuring equity and access for all students, especially students of color. These teachers will work together to deliver content to staff in order to ensure accountability and continuity of practices.
- Students are recommended for AVID based on GPA and teacher reference. This will impact students "in the middle of the road" who have college potential. All students will have an opportunity to apply and will be interviewed for a spot in the AVID program.
- Extra laptops will be provided to all teachers in order to access technology in meaningful ways to engage students and allow them to collaborate through our site blended learning model through station rotations.
- Teachers will develop comprehensive plans for SBAC and IReady prep in order to improve student readiness and ability to navigate systems as they progress. These plans will be implemented across the Professional Learning Community in order to ensure fidelity and allow for teachers to collaborate and reinforce common practices.
- All advisory classes will create online portfolios via MeSpace to develop SEL skills and goal-setting through class sets of laptops and create learning portfolios that will provide a place for them to reflect on their work throughout the year, set and review goals that are set based on SBAC and I-Ready data.
- The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan.
- Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. The Pivot team and Site Literacy Team have been merged in order to form one team to maximize collaboration and teacher practice effectiveness. The CSI/Literacy team will meet monthly and collaboration will build off of previous meetings to ensure that root causes and any agreements that are made are being addressed on a daily basis and are implemented with fidelity. All stakeholders, including teacher representatives from all content areas, district and site leadership will meet to collaborate and problem solve on how to improve practices and will identify high leverage instructional moves that will address the root cause of student disproportions in literacy across content areas. As a result, all teachers have started to work at the same pace, using the same strategies and are beginning to understand how to look at data effectively and hold one another accountable for daily classroom practices.
- Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
- Goal-setting in advisory periods
- Tier 1 Intervention support through bi-weekly ASA Tutorials
- Integrate ELD standards in daily lessons
- Zero-Period Interventions in Math and ELA
- Reading, writing, speaking, and listening in every lesson, every period, every day.
- Collaborative, Productive Groups and Station Rotations.
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- PLI Teacher support
- TSA Support

Action 3

Title: Action #3: Student Engagement

Action Details:

By June 2024, 100% of students will be engaged in a sport, club or activity.

During the 2023-2024 school year, the percentage of students not engaged in a sport, club or activity will not drop below 90% each quarter.

Campus Culture: In continued alignment with our site and regional goals to ensure a safe and welcoming environment and maintaining a culture of connectedness and collaboration, we will review and update our Campus Culture plan. We had many students participating in extracurricular activities and athletics this year. The consistency of ATLAS entries has grown to the consistency of meetings held by CCD and AD with advisers and coaches. Focus on ATLAS entries will continue in an effort to reflect the engagement on campus. This structure will promote a 2% increase or higher of students engaged in a sport, club or activity as measured by ATLAS engagements.

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

Explain the Progress Monitoring and data used for this Action

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

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

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

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

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

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
T-Wolf University • Encompasses the idea that all staff and students will engage in team and relationship building while bridging gaps that exist within academic achievement across content areas. • In addition to making connections and allowing teachers to establish positive classroom environments starting Day 1, students will also dive into curriculum by taking diagnostic assessments and engaging in school-wide writing prompts in core classes. • At the conclusion of T-Wolf University, each and every student at Terronez Middle School will have made a connection with a Goal 2 activity and an adult on campus that can be a champion for their success.	Teachers and Admin, CCD and Academic Counselors	At the beginning of each semester

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
African American Student Coalition (AASC) • Celebrate diversity of students of service • The goal of AASC is to eradicate the academic disparity between African-Americans and higher performing groups. • The AASC will address the unique and dynamic needs of our students while confronting the historical inequities in our educational system in order to change the narrative for African-American students.	AASC Leads, TSA Support and Principal	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Civic Education Center • The Civic Education Center is to appropriately and systematically address the political and practical aspects of citizenship, as well as its rights and duties in order to educate students and aide them as they become leaders on campus and within the community. • The strategy of the Civic Education Center is to address the literacy needs of students involved in the program through a curriculum that gives students access to debate or discuss the values of a democratic society utilizing primary founding documents and current editorials. • Through Peer Mediation classes, where students are taught conflict mediation strategies and are responsible for communicating effectively with their peers, students will work closely with Civic Education supports in order to engage others with respect and civility, especially those who have differing or opposing views. • Students will also learn to demonstrate empathy and understanding while learning to elevate the voices of others, and will become student leaders and circle keepers for advisory classes.	Peer Mediation Teacher, CCD, RCA and CEC Team	Daily

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

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
CADA Conference • An opportunity for Campus Culture Team to network and share best practices with Campus Culture Teams from across the nation. • With a goal to keep student voice and expression always in mind, students also have sections of the conference they attend to behave as ambassadors for Terronez.	CCD Team	Yearly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Student Study Trips	AT Leads and Admin	

- All students on Academic Teams will attend a field trip to a UC campus.
- Charter busses will be secured for each trip.
- Teachers and administrators will attend the trip with students.

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

Ongoing Instructional Services through multiple measures:

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

Specify enhanced services for EL students:

Ongoing Services and Support through multiple measures:

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

Specify enhanced services for low-performing student groups:

Ongoing Services and Support through multiple measures:

- Professional learning opportunities: Standards Institute Training, AVID Summer Institute, EL Lab Schools, Professional Learning Communities and ongoing PLI support.
- Teachers who attend Standards Institutes will learn effective strategies for addressing cultural bias and ensuring equity and access for all students, especially students of color. These teachers will work together to deliver content to staff in order to ensure accountability and continuity of practices.
- Students are recommended for AVID based on GPA and teacher reference. This will impact students "in the middle of the road" who have college potential. All students will have an opportunity to apply and will be interviewed for a spot in the AVID program.
- Extra laptops will be provided to all teachers in order to access technology in meaningful ways to engage students and allow them to collaborate through our site blended learning model through station rotations.

- Teachers will develop comprehensive plans for SBAC and IReady prep in order to improve student readiness and ability to navigate systems as they progress. These plans will be implemented across the Professional Learning Community in order to ensure fidelity and allow for teachers to collaborate and reinforce common practices.
- All advisory classes will create online portfolios in order to develop SEL skills and goal-setting through class sets of laptops and create learning portfolios that will provide a place for them to reflect on their work throughout the year, set and review goals that are set based on SBAC and I-Ready data.
- The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan.
- Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed. The Pivot team and Site Literacy Team have been merged in order to form one team to maximize collaboration and teacher practice effectiveness. The CSI/Literacy team will meet monthly and collaboration will build off of previous meetings to ensure that root causes and any agreements that are made are being addressed on a daily basis and are implemented with fidelity. All stakeholders, including teacher representatives from all content areas, district and site leadership will meet to collaborate and problem solve on how to improve practices and will identify high leverage instructional moves that will address the root cause of student disproportions in literacy across content areas. As a result, all teachers have started to work at the same pace, using the same strategies and are beginning to understand how to look at data effectively and hold one another accountable for daily classroom practices.
- Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
- Goal-setting in advisory periods
- Tier 1 Intervention support through bi-weekly ASA Tutorials
- Integrate ELD standards in daily lessons
- Zero-Period Interventions in Math and ELA
- Reading, writing, speaking, and listening in every lesson, every period, every day.
- Collaborative, Productive Groups and Station Rotations.
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- PLI Teacher support
- TSA Support

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0423 Terronez Middle School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Supp			Lunch Detention Contracts	9,856.00

$9,856.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	85.64 %	90.83 %	2022-2023	91.93 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

- 85% of teachers believe that there is a climate of support for Academic Learning on campus.
- This number is a 5% increase from the previous school year.
- 78 % of teachers stated that they have knowledge of discipline processes and procedures and believe that procedures are clearly communicated and fair.
- There was a 14% increase in staff who felt that there is a climate conducive to learning and that teachers use supportive practices, such as encouragement and constructive feedback.
- A majority of staff stated that they felt they had varied opportunities to demonstrate knowledge and skills and felt comfortable taking academic risks in the classroom.
- 57% of adults on campus stated that they felt safe while at work, this was a 12% increase from the previous school year.

Student Survey - Caring adult

- 58% of student surveyed stated that they felt that a growth mindset was necessary for them to be successful at school.
- 40% of students believed that they had confidence in their ability to control their own motivation and behaviors.
- 54% of students are able to recognize and understand social and ethical norms while engaging with others on campus.
- 66% of students stated that they felt safe from verbal abuse and bullying while on campus. This percentage is 4% higher that the district average.
- 64% of students believe that there is a climate of support or Academic Learning at Terronez.
- 75% of students surveyed stated that they felt there was a caring adult on campus that they could reach out to when they needed help or assistance.

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

Staff Goal - Site Defined

- 36% of teachers surveyed stated that they did not feel a sense of belonging on campus.
- There was a 3% increase teachers who reported "felt welcome" at school.
- 38% of adults stated that they did not always feel safe on campus.
- 22% of teachers are not familiar with discipline rules and procedures and do not feel that they are clearly communicated with staff.
- 15% of teachers did not feel that there was a strong climate of support for academic learning on campus.

Student Survey - Caring adult

- 45% of Terronez students did not understand the importance of having a growth mindset and how it could help them be successful.
- 60% of students felt that they still needed guidance when it comes to managing their own behavior while at school.
- There were 46% of students who stated that they did not understand how to address and respond to social norms and rules when engaging with others.
- While working with students to help them understand how important academics are, 36% did not feel that expectations were clear at school.
- 25% of students on campus stated that they were not able to identify a caring adult that they could ask for help while on campus.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- RCA works closely with VP and CSSW to support students who are in need.
- Hand in Hand Mentors assist RCA in working with struggling students.
- Teachers are made aware of coaching and club advisor opportunities and are encouraged to participate every year.
- When creating supervision schedules, teachers have the option to join committees who are responsible for planning and hosting school-wide events and assemblies in leu of sports supervision.
- When appropriate, teachers are asked to sit in on interview panels and give feedback for potential new hires.
- Student incentives provide staff with multiple opportunities to inspire and reward students for academic and behavioral achievements. Staff use "PAWS" tickets for students who follow school-wide rules and expectations and T-Wolf Bucks that can be used for school-wide drawings and redeemed for small snacks and prizes.
- HSL makes home visits when students are chronically absent and schedules parent meetings when attendance does not improve.
- Continued professional learning opportunities for REC teacher and CCR Team for continued learning and ongoing staff support.
- Planning and collaboration days are scheduled throughout the year and teacher teams work with CCS to refine practices and plan for school-wide protocols and lessons.
- CCS and team of district personnel from DPI along with members of the Terronez CCR team routinely walk classrooms and observe Class Meeting Circles and advisory lessons to provide feedback and calibrate on effectiveness and implementation.
- Clubs meet weekly and students have an opportunity to fundraise to attend extra events outside of school.
- Clubs are offered weekly and students have multiple opportunities to attend clubs of choice.
- All club advisors complete a charter for their club in order to be recognized and raise funds for club use.
- All student athletes are required to attend ASA Tutorials when they need to make-up or complete assignments.
- School-Wide Circles will be focused on student interest and current availability of clubs.
- Lessons during T-Wolf University will allow for student interest and current availability of clubs.
- Teachers will have an opportunity to express interest in coaching a sport and will engage in coaching reviews at the conclusion of the season.
- Teachers hired to work with student athletes during After-School program tutorial and will work with ASP to provide support.
- As a result of staff staying later on campus due to supervising, coaching and tutoring and to replace old facilities, an electronic gate and keypad will be installed to avoid keeping gates open during the day and allowing them to open and close when necessary to increase safety measures.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

- Student attendance rates will increase due to actions outlined within Goal 4.
- School-Wide circles and advisory lessons will be addressed within Goals 1 and 3.
- Academic Teamwork and collaboration will be addressed throughout Goal 1.
- Planning days for staff to collaborate and provide feedback to colleagues will be outlined in Goal 1.
- Changes to this goal can be found in Action 5.
- Athletic Director and Campus Culture Director with quarterly follow-up with students who are not engaged to get them involved and will be outlined in Goal 1 and 3.
- ASA Tutorials as a School-Wide response to intervention will be addressed in Goal 1.
- Advisory lessons, Circles and T-Wolf University will be outlined within Goals 1 and 4.
- Teachers working outside of their duty day in order to provide additional support to students will be outlined in Goals 1 and 2.

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

1 SSC:

- Weekly advisory and ASA time is helpful when making connections with students.
- Having clear procedures for discipline and what happens after a student sees an admin is effective in making sure that everyone responds correctly and in the same way.
- Quarterly planning days are effective and time efficient.

2 ELAC:

- Parents should be on interview panels for new teachers, when able.
- Parents struggle to attend events due to work and having children at multiple schools.
- It would be nice for parents to be contacted for positive things too, not just when their child is in trouble.
- Involve parents as soon as possible when students are involved in bad behavior or failing classes.

3 Staff:

- Keep including teachers in the hiring process. Having a voice in these decisions matters.
- Make opportunities for staff to have fun together and build relationships with others outside of departments.
- Have a clear and formal process for staff to voice concerns to administration.
- Have CCR plan lessons that support reading, annotating a text and citing a source.
- Train all staff on peer mediation strategies.
- Provide support to athletes when they miss tutorials and advisory times.

Action 1

Title: Action #1: Staff and Student Connections

Action Details:

By June 2024, 85% of staff members surveyed will report that they feel a sense of belonging and school connectedness.

By June 2024, 90% of students surveyed will identify at least one adult on campus that they feel they can trust.

Staff and Student Connections: In continued alignment with our site and regional goals to ensure a safe and welcoming environment and maintaining a culture of connectedness and collaboration, we will review and update our plans and protocols to provide ample opportunities for staff and students to interact in positive ways and create a sense of belonging for all. At Elizabeth Terronez Middle School, teachers are encouraged to be a club advisor or coach a sport when available in order to participate in activities that interest them and make connections with students outside of the classroom. Teachers also are invited to join committees and give feedback on school-wide procedures and initiatives and are encouraged to have a voice in the decision-making process. Focus on ATLAS entries in an effort to reflect positive interactions and behaviors of students and also to reflect student engagement on campus. This structure will promote at 7% increase or higher of students and staff members reporting a sense of belonging on campus.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Site Culture, Climate, and Restorative Team Data • Common Area Expectation Survey • Team Effectiveness Survey • Yearly Calendar of Events and Activities • Advisory Lessons Focusing on SEL Learning.	CCR	Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Civic Education Center • The Civic Education Center is to appropriately and systematically address the political and practical aspects of citizenship, as well as its rights and duties in order to educate students and aide them as they become leaders on campus and within the community. • The strategy of the Civic Education Center is to address the literacy needs of students involved in the program through a curriculum that gives students access to debate or discuss the values of a democratic society utilizing primary founding documents and current editorials. • Through Peer Mediation classes, where students are taught conflict mediation strategies and are responsible for communicating effectively with their peers, students will work closely with Civic Education supports in order to engage others with respect and civility, especially those who have differing or opposing views. • Students will also learn to demonstrate empathy and understanding while learning to elevate the voices of others, and will become student leaders and circle keepers for advisory classes.	Peer Mediation Teacher, CCD, RCA and CEC Team	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
School Culture and Climate Survey Data (District SEL) • Survey Taken by Students and Teachers • Results Analyzed by Site CCR Team and Shared with Staff • Panorama Data • Power BI: Comprehensive School Performance	Academic Counselors and GLA	Yearly

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

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
On Campus RCA • Will report directly to CSSW. • Support the social emotional needs of students. • Facilitate Restorative Practices, including Restorative chats with students and teachers, circles and Restorative panels, when assigned by an administrator. • Maintain a caseload to pre-asses and follow up on Tier 2 students, as needed.	Admin and CSSW	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Unbound Ed Standards Institute • Training to support students by providing high-quality, aligned curricula. • Teachers deliver the comprehensive support needed to help all students meet the rigorous demands of grade level standards.	Admin and Site Team	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Diversity Assemblies • Provide a forum for all groups to showcase their work and educate others on their culture and purpose. • Encourage equity, diversity, and inclusion on campus. • Discuss their activities, identify opportunities for collaboration and coordination of events.	Admin, Teacher Teams and CCR	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Sports and Clubs • At the end of each academic year, teachers are notified of openings in coaching opportunities and are able to express interest via end of the year surveys submitted to admin. • Interest inventories are shared with students to gauge interest in activities and connect them with an adult on campus. • Student engagements are tracked in ATLAS.	AD and CCD	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Planning Days • Will take place 4 times a year • Teachers will collaborate on 6-8 week plans and best practices • Data will be used to inform instruction and next steps • Teams will work with district level supports--including coaches, when necessary	PLCs and Supervising Admin	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Standards-Based Report Cards • The purpose of implementing standards-based grading, is for teachers work to understand the effectiveness of instruction, they will be measuring student learning. • Instead of a single overall grade, the subject matter is broken down into smaller “learning targets.” • Each target is a teachable concept that students should master by the end of the course. • Throughout the term, student learning on each target is recorded. • Teachers track student progress, give appropriate feedback, and adapt instruction to meet student needs.	PLCs, Academic Counselor and Supervising Admin	Daily

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Hand in Hand Mentoring • Work to spread a positive message in our community • Offers services for underprivileged minors • Will collaborate with RCA and REC Teacher to support students in need.	Admin and CSSW	Daily

Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

- **Student Academics**
- **Student Centered and Real-World Learning**
- **Student Engagement**
- **Student Academics:**
  - Student Study Trips to UC Campus
  - All students identified in the red and purple zone will receive social/emotional support through group or individual counseling, as needed.
  - All students will participate in a School-wide attendance/social awareness incentives will occur as level 1 interventions for all students.
  - All students who have perfect attendance will qualify for incentive programs
  - All students who meet EIIS yellow zone will be processed through the student support services referral business process.
  - Teachers will develop comprehensive plans for SBAC and IReady prep in order to improve student readiness and ability to navigate systems as they progress.
  - These plans will be implemented across the Professional Learning Community in order to ensure fidelity and allow for teachers to collaborate and reinforce common practices.
  - The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan.
  - Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed.
  - The Pivot team and Site Literacy Team have been merged in order to form one team to maximize collaboration and teacher practice effectiveness.
  - The CSI/Literacy team will meet monthly and collaboration will build off of previous meetings to ensure that root causes and any agreements that are made are being addressed on a daily basis and are implemented with fidelity.

    - All stakeholders, including teacher representatives from all content areas, district and site leadership will meet to collaborate and problem solve on how to improve practices and will identify high leverage instructional moves that will address the root cause of student disproportions in literacy across content areas.
    - As a result, all teachers have started to work at the same pace, using the same strategies and are beginning to understand how to look at data effectively and hold one another accountable for daily classroom practices.
    - Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
    - Zero-Period Interventions in Math and ELA Reading, writing, speaking, and listening in every lesson, every period, everyday.
- **Student Centered and Real-World Learning:**
    - Goal-setting in advisory periods Tier 1 Intervention support through bi-weekly ASA Tutorials Integrate standards in daily lessons.
    - All advisory classes will create online portfolios via MeSpace to develop SEL skills and goal-setting through class sets of laptops and create learning portfolios that will provide a place for them to reflect on their work throughout the year, set and review goals that are set based on SBAC and I-Ready data.
    - Teachers will be provided updates on high school pathways
    - Teachers will attend High School Expo with their students
    - Calibration of tenants contained in the Instructional Practice Guide
    - Application of practices outlined in Learning By Doing
    - Academic Response to Intervention Data-driven decision-making
    - Refine and revisit school-wide interdisciplinary literacy map
- **Student Engagement:**
    - **Conferences:** PLC, AVID, ASCD and/or WestED, Standards Institute
    - Campus Culture team will attend PL and CADA conference to refine the Expanding Engagement plan.
    - Culture, Climate, and Restorative team provide regular PL to staff in relation to SEL learning (strategies for classroom management, redirecting behavior, and building positive relationships)
    - Ongoing WEB training for advisors
    - VAPA continued off-site PL opportunities
    - School Safety team will in-service on safety protocols for students and staff
    - Electives and feeder articulation
    - Collaborative, Productive Groups and Station Rotations.
    - Sentence frames to support speaking and writing

Specify enhanced services for Staff in support of EL students:

- Integrate ELD standards in daily lessons
- Collaborative and Productive Groups
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- Develop and implement school-wide EL SMART goal and response plan
- Home-School Liaison
- Public translating services
- Quarterly SSC and ELAC meetings to disseminate data and gather input
- Bi-Annual Community Events to include SNRO sponsored Block Party and community events
- Student Agendas
- Student/Parent Handbook
- Beginning of the year orientation
- Back-To-School Night and Open House
- Course syllabi provided at the beginning of the year
- Monthly Newsletter
- Weekly School Messenger
- Monthly parent Coffee Chats
- Monthly VIP group
- Quarterly workshops
- School Web-Site

Specify enhanced services for Staff to support low-performing student groups:

- Professional learning opportunities: Standards Institute Training, AVID Summer Institute, EL Lab Schools, Professional Learning Communities and ongoing PLI support.
- Teachers who attend Standards Institutes will learn effective strategies for addressing cultural bias and ensuring equity and access for all students, especially students of color.
- These teachers will work together to deliver content to staff in order to ensure accountability and continuity of practices.
- Students are recommended for AVID based on GPA and teacher reference.
- This will impact students "in the middle of the road" who have college potential.
- All students will have an opportunity to apply and will be interviewed for placement.
- Weekly advisory and protocols for Class Meetings.
- "Start on Time" tardy process through CCR.

- School-wide Communication Plan
- Redesignation celebrations

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0423 Terronez Middle School (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Campus Culture Branding (Logo Flags for Front Flag Poles (for Actions 1-2) 4 Flags, Curtains for stage)	5,000.00
G4A1	One-time School	Instruction	Mat & Supp			: Materials and Supplies **no food no incentives**	1,752.00
G4A1	One-time School	Instruction	Nc-Equipment			: Security door for hallway	12,000.00

$18,752.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	89.1 %	91.33 %	2022-2023	92.43 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

- To give parents a voice in their children's education and create partners in learning within the school community.
- To involve community members in education by providing support and resources to parents, giving them a space to engage with their child's school.
- To develop a positive community for children and encourage parents to attend events.

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

- Although information is shared with parents via messenger and school website, many parents were not responsive to invitations to join meetings such as VIP and Parent Coffee Hour.
- Parents of some of our most At-Risk students are not always easy to communicate with.
- Parent work schedules at times do not allow for parents to easily come to school for conferences, meetings or Open House.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Bi-Monthly progress reports will be sent home with students or shared via email.
- Quarterly report cards mailed home
- Edu-text is available for parents to sign up for.
- ATLAS parent portal
- Parent/Teacher conferences
- Weekly School Messengers sent every Sunday to inform parent of upcoming events and provide reminders.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

- Student attendance rates will increase due to actions outlined within Goal 4.
- School-Wide circles and advisory lessons will be addressed within Goals 1 and 3.
- Academic Teamwork and collaboration will be addressed throughout Goal 1.
- Planning days for staff to collaborate and provide feedback to colleagues will be outlined in Goal 1.
- Changes to this goal can be found in Action 5.
- Athletic Director and Campus Culture Director with quarterly follow-up with students who are not engaged to get them involved and will be outlined in Goal 1 and 3.
- ASA Tutorials as a School-Wide response to intervention will be addressed in Goal 1.
- Advisory lessons, Circles and T-Wolf University will be outlined within Goals 1 and 4.
- Teachers working outside of their duty day in order to provide additional support to students will be outlined in Goals 1 and 2.
- Common Grading Practices and Standards Based Report Cards will be outlined in Goal 1.

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

1 SSC:

- Making events a little bit later might help when trying to get parents engaged because of work and childcare.
- It is very impactful when teachers reach out to families for positive interactions.
- Teachers spend a lot of time grading and sometimes it seems like what's in the gradebook doesn't match student progress.
- Students could use guidance on how to navigate ATLAS.

2 ELAC:

- Parents need to be informed of student grades.
- Parents should be contacted quicker when students are in danger of failing.
- It would be helpful for teachers to have the same grading processes so that parents can help students.

3 Staff:

- Parents need to be more involved with their students' grades.
- Teachers are willing to contact parents, when needed.
- It is difficult to contact parents when they work during the day, they do not always respond in a timely way.
- Teachers struggle to get students to respond when it comes to their grades.
- Start a better communication system for adults and teachers and invite teachers to parent meetings.
- Find ways to make back to school night more engaging and establish expectations that are focused and clear.
- Share all information with stakeholders about the parent center on campus and establish better opportunities for students to get support from teachers.
- Start leveraging teacher/student/parent relationships to build better parent activities.

Action 1

Title: Action #1: Inclusive Opportunities for Families

Action Details:

By June 2024, 100% of parents surveyed will state that they feel respected and welcome on campus.

During the 2023-2024 school year, 50% of parents will attend Back to School Night and Open House.

Inclusive Opportunities: In continued alignment with our site and regional goals to ensure a safe and welcoming environment and maintaining a culture of connectedness and collaboration, we will review and update our plans and protocols to provide ample opportunities for parents and guardians to interact with our staff in positive ways and create a sense of belonging for all. At Elizabeth Terronez Middle School, parents are encouraged to be proactive in

engaging with their child's teachers when they have concerns, are invited to contact staff whenever they have questions and also to make connections with our campus outside of the classroom. Parents also are invited to join committees and give feedback on school-wide procedures and initiatives and are encouraged to have a voice in the decision-making process through our Parent Principal Pipeline, VIP, SSC and ELAC Meetings. This structure will promote 100% of parents visiting campus reporting that they feel welcome when doing so and at least 50% attending Back to School Night and Open House.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
School Culture and Climate Survey Data • Survey Taken by Parents • Results Analyzed by Site CCR Team and Shared with Staff	GLA and Academic Counselors	Yearly
Parent Center • Designated spot on campus for parents to visit for monthly meetings • GLA communicates with parents for input and to notify of meeting times. • Furniture in the room encourages parents to feel a sense of pride and ownership in the space.	GLA and HSL	Monthly
Annual Title I Meeting • Held during Back to School Night to encourage participation • Parents notified of school-wide procedures and of systematic moves that are put in place to ensure that all students have access to a high quality education. • Parents are encouraged to participate and give feedback	GLA and HSL	Yearly
Quarterly SSC and ELAC Meetings • Disseminate data • Gather input from community • Share Safety Plan and SPSA information	SSC, GLA and HSL	Monthly
VIP (Very Important Parent) Meetings • Provide an opportunity for parents to engage with support staff and ask questions. • Share upcoming events with parents. • Allow parents to give feedback on school-wide procedures.	GLA and HSL	Monthly

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Back to School Night/Open House • Parents are invited to engage with their child's teachers • Teachers have the opportunity to share syllabi and grading practices with parents. • Annual Title 1 Meeting happens during Back to School night.	GLA, Teachers, Parents	Once a Semester

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Hmong Home School Liaison • Works to establish a relationship with Hmong parents and the school. • Visits parents or contacts them by phone, when necessary. • Makes families feel welcome and represented on campus and bridges gaps in communication that would otherwise hinder progress.	Office Manager	Daily

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Spanish Home School Liaison • Works to establish a relationship with Spanish speaking parents and the school. • Visits parents or contacts them by phone, when necessary. • Makes families feel welcome and represented on campus and bridges gaps in communication that would otherwise hinder progress.	Office Manager	Daily

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

- **Student Academics:**
  - Student Study Trips to UC Campus
  - All students identified in the red and purple zone will receive social/emotional support through group or individual counseling, as needed.
  - All students will participate in a School-wide attendance/social awareness incentives will occur as level 1 interventions for all students.
  - All students who have perfect attendance will qualify for incentive programs
  - All students who meet EIIS yellow zone will be processed through the student support services referral business process.
  - Teachers will develop comprehensive plans for SBAC and IReady prep in order to improve student readiness and ability to navigate systems as they progress.
  - These plans will be implemented across the Professional Learning Community in order to ensure fidelity and allow for teachers to collaborate and reinforce common practices.
  - The Terronez Site Team will work with a Pivot Team to determine areas of focus for the site as a whole and will meet periodically to collaborate on and monitor data as it pertains to the school site plan.
  - Pivot Team will also work with the Terronez Site Team to best meet the needs of the school site and provide timely feedback and support, as needed.
  - The Pivot team and Site Literacy Team have been merged in order to form one team to maximize collaboration and teacher practice effectiveness.
  - The CSI/Literacy team will meet monthly and collaboration will build off of previous meetings to ensure that root causes and any agreements that are made are being addressed on a daily basis and are implemented with fidelity.
  - All stakeholders, including teacher representatives from all content areas, district and site leadership will meet to collaborate and problem solve on how to improve practices and will identify high leverage instructional

moves that will address the root cause of student disproportions in literacy across content areas.
    - As a result, all teachers have started to work at the same pace, using the same strategies and are beginning to understand how to look at data effectively and hold one another accountable for daily classroom practices.
    - Throughout the academic school year, Site Leaders will have access to a support team that will allow them to engage in strategic learning opportunities that directly impact school improvement.
    - Zero-Period Interventions in Math and ELA Reading, writing, speaking, and listening in every lesson, every period, everyday.
- **Student Centered and Real-World Learning:**
    - Goal-setting in advisory periods Tier 1 Intervention support through bi-weekly ASA Tutorials Integrate standards in daily lessons.
    - All advisory classes will create online portfolios via MeSpace to develop SEL skills and goal-setting through class sets of laptops and create learning portfolios that will provide a place for them to reflect on their work throughout the year, set and review goals that are set based on SBAC and I-Ready data.
    - Teachers will be provided updates on high school pathways
    - Teachers will attend High School Expo with their students
    - Calibration of tenants contained in the Instructional Practice Guide
    - Application of practices outlined in Learning By Doing
    - Academic Response to Intervention Data-driven decision-making
    - Refine and revisit school-wide interdisciplinary literacy map
- **Student Engagement:**
    - **Conferences:** PLC, AVID, ASCD and/or WestED, Standards Institute
    - Campus Culture team will attend PL and CADA conference to refine the Expanding Engagement plan.
    - Culture, Climate, and Restorative team provide regular PL to staff in relation to SEL learning (strategies for classroom management, redirecting behavior, and building positive relationships)
    - Ongoing WEB training for advisors
    - VAPA continued off-site PL opportunities
    - School Safety team will in-service on safety protocols for students and staff
    - Electives and feeder articulation
    - Collaborative, Productive Groups and Station Rotations.
    - Sentence frames to support speaking and writing
    - Electronic Gate and other Maintenance to support campus safety and beautification

Specify enhanced services for Families of EL students:

- Integrate ELD standards in daily lessons
- Collaborative and Productive Groups
- Sentence frames to support speaking and writing
- Testing in small groups; in separate setting as necessary
- Test in native language when such accommodation is available
- Develop and implement school-wide EL SMART goal and response plan
- Home-School Liaison
- Public translating services
- Quarterly SSC and ELAC meetings to disseminate data and gather input
- Bi-Annual Community Events to include SNRO sponsored Block Party and community events
- Student Agendas
- Student/Parent Handbook
- Beginning of the year orientation
- Back-To-School Night and Open House
- Course syllabi provided at the beginning of the year
- Monthly Newsletter
- Weekly School Messenger
- Monthly parent Coffee Chats
- Monthly VIP group
- Quarterly workshops
- School Web-Site

Specify enhanced services for Families of low-performing student groups:

- Professional learning opportunities: Standards Institute Training, AVID Summer Institute, EL Lab Schools, Professional Learning Communities and ongoing PLI support.
- Teachers who attend Standards Institutes will learn effective strategies for addressing cultural bias and ensuring equity and access for all students, especially students of color.
- These teachers will work together to deliver content to staff in order to ensure accountability and continuity of practices.
- Students are recommended for AVID based on GPA and teacher reference.
- This will impact students "in the middle of the road" who have college potential.
- All students will have an opportunity to apply and will be interviewed for placement.
- Weekly advisory and protocols for Class Meetings.
- "Start on Time" tardy process through CCR.

- School-wide Communication Plan
- Redesignation celebrations

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0423 Terronez Middle School (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parents **No Food/Incentives**	2,264.00
G5A1	Sup & Conc	Parent Participation	Direct-Food			Food for parent meetings, principal medallion dinner, sports banquet, and academic awards ceremony	4,000.00

$6,264.00

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0423 Terronez Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	15,656.00
G1A1	Title 1 Basic	Instruction	Travel			: Teacher Conferences	25,000.00
G1A1	Title 1 Basic	Instruction	Travel			: Student Study Trip	25,000.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: Materials and Supplies **No incentives or food**	2,380.00
G1A1	ESSA-CSI	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		69,502.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	12,004.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Diversity/Standards Institute, RCA, AASC Team to Implement Learning from Conference/Grading (for 6 people) (for actions 1-4)	6,161.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract for After School Math and Literacy Tutoring (2 Teachers x 69 hours) (for Actions 1-4)	8,625.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Curriculum Planning for Teacher (Ethnic Studies) (13 Hours) (for Actions 1-4)	3,697.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			After School Detention Contracts	3,278.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Site Licenses - Class Kick, Edcite, Accelerated Reader	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	3,653.00
G1A1	Sup & Conc	Instruction	Travel			Cada Conference	2,800.00
G1A1	Sup & Conc	Instruction	Travel			: Standards Institute Travel	28,000.00
G1A1	Sup & Conc	Instruction	Travel			: Rental Cars for Travel	2,000.00
G1A1	Sup & Conc	Instruction	Travel			: Teacher/admin conferences and professional learning to Improve Literacy and Math (for actions 1-4)+C33	3,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance	3,500.00
G1A1	Sup & Conc	Instruction	Direct Trans			Transportation for student UC college trips	25,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics (for actions 1-4)	6,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD - : Consultant for Impact Report	10,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD - : Consultant for PL; Hire for PL	4,500.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Admin Substitutes	8,404.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Nc-Equipment			: Golf Cart	10,000.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Mat & Supp			: Professional Learning for Teachers (Food P.O's) Buyback, ILTs, Literacy Team Meetings, Champion Meetings, Cross Regional Ethnic Studies Meetings, other District Meetings, (P.O's are for DiCicco's, Mediterranean Grill, Bobby Salazar's, Dutch Bros, Vallarta, Donuts, Me & Eds,	9,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Computer repair	2,000.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Online ed platforms and resources, Office Depot, Office Printers, Zero period, AASC, student/teacher incentives	19,499.00

G1A4	LCFF: EL	Instruction	Teacher-Subs	Substitute ELPAC, 2 Weeks - as requested by EL Services - will need Event #	8,683.00
G1A4	LCFF: EL	Instruction	Teacher-Supp	EL 4-Day Intensive Intervention Session (2 teachers, 20 hour contracts)	6,161.00
G1A4	LCFF: EL	Instruction	Mat & Supp	Parent Engagement meetings (12 meetings, $1,000 each for food, decorations, etc.)	12,000.00
G1A4	LCFF: EL	Instruction	Mat & Supp	: ELPAC incentives, international flags, redesignation ceremony, and celebrations	10,000.00
G1A4	LCFF: EL	Instruction	Travel	: Conferences for Teachers Si Se Puede Conference (for actions 1-4) California Language Teachers Association (CLTA) Conference	2,000.00
G1A4	LCFF: EL	Instruction	Direct Trans	: Travel for Students - TBD (Day trip)	5,000.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp	: 4-Day EL Intensive intervention Session Materials and Supplies	13,792.00
G1A4	LCFF: EL	Attendance & Social Work Servic	Local Mileag	HSL Home Visits	300.00
G3A1	Sup & Conc	Instruction	Teacher-Supp	Lunch Detention Contracts	9,856.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth	TBD : Campus Culture Branding (Logo Flags for Front Flag Poles (for Actions 1-2) 4 Flags, Curtains for stage)	5,000.00
G4A1	One-time School	Instruction	Mat & Supp	: Materials and Supplies **no food no incentives**	1,752.00
G4A1	One-time School	Instruction	Nc-Equipment	: Security door for hallway	12,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Materials and Supplies for Parents **No Food/Incentives**	2,264.00
G5A1	Sup & Conc	Parent Participation	Direct-Food	Food for parent meetings, principal medallion dinner, sports banquet, and academic awards ceremony	4,000.00
					$411,467.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$67,920.00
ESSA-CSI	3182	$71,882.00
Sup & Conc	7090	$199,977.00
LCFF: EL	7091	$57,936.00
One-time School	7099	$13,752.00
Grand Total		**$411,467.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$376,595.00
G3 - Increase student engagement in their school and community	$9,856.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	$18,752.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$6,264.00
Grand Total	**$411,467.00**