

Gaston Sr. Middle

10621660129338

Principal's Name: Courtney Curtis

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Courtney Curtis', written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<p>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.</p>	
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


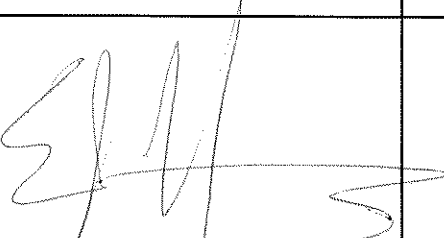
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Courtney Curtis	X				
2. Chairperson - Edward Hinojosa		X			
3. Felicia Burrell		X			
4. Sandra Gutierrez		X			
5. Robert Peele		X			
6. Raul Leal		X			
7. Kaylee Lopez					X
8. Lauren Wallace Vercher					X
9. Austin Payan Soto					X
10. Edith Rosemond				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date 4/7/22 .

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	Courtney Curtis		4/7/22
SSC Chairperson	Edward Hinojosa		4-7-22

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

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

FY 2022/23

Gaston - 0575

ON-SITE ALLOCATION

3010	Title I	\$86,076 *
7090	LCFF Supplemental & Concentration	\$271,215
7091	LCFF for English Learners	\$107,912
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$101,598</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$566,801

* 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	\$3,044
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$83,032</u>
	Total Title I Allocation	<u>\$86,076</u>

Gaston Middle 2022-2023 - 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
ELPAC - percentage of students who scored 4			8.64 %	2020-2021	10.64 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above typical growth			36.66 %	2021-2022	40.76 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		11.1 %	2021-2022	20 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth			47.31 %	2021-2022	50.31 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		8.64 %	2021-2022	13.74 %

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.

Action 1 - ELA- Increase Proficiency

Overall Implementation:

- Over the course of the year, we did implement the following with fidelity.
 - Had students make use of the iReady platform almost daily during semester 1 as a part of MTSS time with the 30 minutes of extra instruction.
 - Goal setting for both teachers and student occurred throughout the year around academic goals for iReady.
 - Teachers did intentional checking for understanding through direct CFUs during instruction (questions posed, thumbs up thumbs down, white boards, etc.), Nearpod, Microsoft Teams chat, exit tickets, and common formative assessments.
 - Continued use of common formative assessments with each PLC.
 - Continued use of Clarity questions.

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

- We did not have a systematic tool like the IPG that we made use of to track the use of complex text, complex tasks, and ownership as has been done in the past prior to Covid.
- Time as an entire site to do PLC was lost due to the effects of Covid.
- Implementation of IAB and FIAB use was late in the year due to effects of Covid but did occur semester 2, with ALL PLCs working toward using them as ALL teacher literacy in some form.
- Struggled with staffing shortages with teachers out weekly and students out for a couple weeks at a time due to quarantine.
- Admin was not able to consistently get into classrooms to provide meaningful feedback semester 1 due to lack of staffing and having to cover classrooms and serve in a variety of roles beyond what admin has done in the past.
- Lack of consistent internet access for students at home.
- Access to health care for covid testing effected daily attendance for some subgroups more so than others.

- PLCs got to meet weekly during a common prep period as a part of the 5 of 7 schedule model at Gaston in which teachers in each PLC share a common prep time daily.

Where we struggled this year with implementation of actions:

- Even though we still made use of Clarity questions, we did not systematically check where they were being used with fidelity for feedback purposes.
- We did not have a systematic tool like the IPG that we made use of to track the use of complex text, complex tasks, and ownership as has been done in the past prior to Covid.
- Time as an entire site to do PLC was lost due to the effects of Covid.
- Implementation of IAB and FIAB use was late in the year due to effects of Covid but did occur semester 2, with ALL PLCs working toward using them as ALL teacher literacy in some form.
- Struggled with staffing shortages with teachers out weekly and students out for a couple weeks at a time due to quarantine.
- Admin was not able to consistently get into classrooms to provide meaningful feedback semester 1 due to lack of staffing and having to cover classrooms and serve in a variety of roles beyond what admin has done in the past.

Action 2 - Math - Increase Proficiency

Overall Implementation:

- Over the course of the year, we did implement the following with fidelity.
 - Had students make use of the iReady platform almost daily during semester 1 as a part of MTSS time with the 30 minutes of extra instruction.
 - Goal setting for both teachers and student occurred throughout the year around academic goals for iReady.
 - Teachers did intentional checking for understanding through direct CFUs during instruction (questions posed, thumbs up thumbs down, white boards, etc.), Nearpod, Microsoft Teams chat, exit tickets, and common formative assessments.
 - Continued use of common formative assessments with each PLC.
 - Continued use of Clarity questions.
 - PLCs got to meet weekly during a common prep period as a part of the 5 of 7 schedule model at Gaston in which teachers in each PLC share a common prep time daily.
 - Both Math 7 and Math 8 were in year 2 of Math Lesson Design (MLD) Implementation which has resulted in lessons being transformed to meet that format as a team and more uniformity among the team, helping to ensure that the guaranteed and viable curriculum is done with fidelity across each class.

Where we struggled this year with implementation of actions:

- Even though we still made use of Clarity questions, we did not systematically check where they were being used with fidelity for feedback purposes.
- We did not have a systematic tool like the IPG that we made use of to track the use of complex text, complex tasks, and ownership as has been done in the past prior to Covid.
- Time as an entire site to do PLC was lost due to the effects of Covid.
- Implementation of IAB and FIAB use was late in the year due to effects of Covid but did occur semester 2, with ALL PLCs working toward using them as ALL teacher literacy in some form.
- Both Math 7 and Math 8 PLC were "new" teams this year with new team members, so teams had to work hard to get to know one another better as they worked to create common lessons

and CFAs.

- Struggled with staffing shortages with teachers out weekly and students out for a couple weeks at a time due to quarantine.
- Admin was not able to consistently get into classrooms to provide meaningful feedback semester 1 due to lack of staffing and having to cover classrooms and serve in a variety of roles beyond what admin has done in the past.

Action 3 - English Language Learners- Increase Redesignation

Overall Implementation:

- Over the course of the year, we did implement the following with fidelity:
 - Students were able to receive targeted supports in an ELD class.
 - Had students make use of the iReady platform almost daily during semester 1 as a part of MTSS time with the 30 minutes of extra instruction.
 - Goal setting for both teachers and student occurred throughout the year around academic goals for iReady.
 - Teachers did intentional checking for understanding through direct CFUs during instruction (questions posed, thumbs up thumbs down, white boards, etc.), Nearpod, Microsoft Teams chat, exit tickets, and common formative assessments.
 - Continued use of common formative assessments with each PLC.
 - Continued use of Clarity questions.
 - PLCs got to meet weekly during a common prep period as a part of the 5 of 7 schedule model at Gaston in which teachers in each PLC share a common prep time daily.

Where we struggled this year with implementation of actions:

- We did not get to complete targeted PL around EL learners consistently as needed due to loss of PL time over the course of the year.
- Even though we still made use of Clarity questions, we did not systematically check where they were being used with fidelity for feedback purposes.
- We did not have a systematic tool like the IPG that we made use of to track the use of complex text, complex tasks, and ownership as has been done in the past prior to Covid.
- Time as an entire site to do PLC was lost due to the effects of Covid.
- Implementation of IAB and FIAB use was late in the year due to effects of Covid but did occur semester 2, with ALL PLCs working toward using them as ALL teacher literacy in some form.
- Struggled with staffing shortages with teachers out weekly and students out for a couple weeks at a time due to quarantine.
- Admin was not able to consistently get into classrooms to provide meaningful feedback semester 1 due to lack of staffing and having to cover classrooms and serve in a variety of roles beyond what admin has done in the past.
- We did not strategically look at data as needed by subgroups within iReady and CFAs within PLCs.

Action 4 - African American Academic Growth

Overall Implementation:

- Over the course of the year, we did implement the following with fidelity:
 - Had students make use of the iReady platform almost daily during semester 1 as a part of MTSS time with the 30 minutes of extra instruction.

- Goal setting for both teachers and student occurred throughout the year around academic goals for iReady.
- Teachers did intentional checking for understanding through direct CFUs during instruction (questions posed, thumbs up thumbs down, white boards, etc.), Nearpod, Microsoft Teams chat, exit tickets, and common formative assessments.
- Continued use of common formative assessments with each PLC.
- Continued use of Clarity questions.
- PLCs got to meet weekly during a common prep period as a part of the 5 of 7 schedule model at Gaston in which teachers in each PLC share a common prep time daily.
- We began the process of meeting with African American students weekly as a group to target academics and SEL learning.

Where we struggled this year with implementation of actions:

- Even though we still made use of Clarity questions, we did not systematically check where they were being used with fidelity for feedback purposes.
- We did not have a systematic tool like the IPG that we made use of to track the use of complex text, complex tasks, and ownership as has been done in the past prior to Covid.
- Time as an entire site to do PLC was lost due to the effects of Covid.
- Implementation of IAB and FIAB use was late in the year due to effects of Covid but did occur semester 2, with ALL PLCs working toward using them as ALL teacher literacy in some form.
- Struggled with staffing shortages with teachers out weekly and students out for a couple weeks at a time due to quarantine.
- Admin was not able to consistently get into classrooms to provide meaningful feedback semester 1 due to lack of staffing and having to cover classrooms and serve in a variety of roles beyond what admin has done in the past.
- We did not strategically look at data as needed by subgroups within iReady and CFAs within PLCs.

Action 5 - Students with Disabilities Academic Growth

Overall Implementation:

- Over the course of the year, we did implement the following with fidelity:
 - Had students make use of the iReady platform almost daily during semester 1 as a part of MTSS time with the 30 minutes of extra instruction.
 - Goal setting for both teachers and student occurred throughout the year around academic goals for iReady.
 - Teachers did intentional checking for understanding through direct CFUs during instruction (questions posed, thumbs up thumbs down, white boards, etc.), Nearpod, Microsoft Teams chat, exit tickets, and common formative assessments.
 - Continued use of common formative assessments with each PLC.
 - Continued use of Clarity questions.
 - PLCs got to meet weekly during a common prep period as a part of the 5 of 7 schedule model at Gaston in which teachers in each PLC share a common prep time daily.
 - Co-Teaching with students receiving targeted supports in a general education classroom.

Where we struggled this year with implementation of actions:

- Much of the year was spent getting caught up on unfinished IEPs from year prior due to effects of Covid.

- Even though we still made use of Clarity questions, we did not systematically check where they were being used with fidelity for feedback purposes.
- We did not have a systematic tool like the IPG that we made use of to track the use of complex text, complex tasks, and ownership as has been done in the past prior to Covid.
- Time as an entire site to do PLC was lost due to the effects of Covid.
- Implementation of IAB and FIAB use was late in the year due to effects of Covid but did occur semester 2, with ALL PLCs working toward using them as ALL teacher literacy in some form.
- Struggled with staffing shortages with teachers out weekly and students out for a couple weeks at a time due to quarantine.
- Admin was not able to consistently get into classrooms to provide meaningful feedback semester 1 due to lack of staffing and having to cover classrooms and serve in a variety of roles beyond what admin has done in the past.
- We did not strategically look at data as needed by subgroups within iReady and CFAs within PLCs.

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).

No major differences

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 2022-23 SPSA.

Major changes: more funds and targeted supports for African American students, PL targeted specifically to support EL students, addition of a SPED teacher (district funded) to support in lowering the caseload of Special Education Teachers, and targeted PL specifically to support SPED students.

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:

Over the course of the year the SSC Team requested the following to support instruction as a part of Goal 1:

- More access to technology for students and teachers
 - Computers
 - Software licenses, e.g. Nearpod

2 ELAC:

Parents requested adding more ELD classes that could support students that are not new arrivals.

Parents requested information and training on how to support students in all content areas - content specific information.

Parents requested an increase in communication between teachers and families to support students.

3 Staff:

Monthly ILT meetings where data was reviewed.

February 2022 - Microsoft Forms survey gathering feedback from staff for SPSA

- Staff requested more student computers and chargers for classroom use with supply of 25 carts being depleted due to transition to distance learning and we are now back to full in-

- Supplemental materials and staff for EL students
- More access to books for student

Parents requested training to support students with strategies, ie. coffee hour.

Parents requested that teachers use more visuals in class to support students.

Parents requested that students be involved in more group projects (limited this year due to COMD).

Parents requested site or district support for non-English speaking parents to connect with site and support students at home.

Parents requested ongoing professional learning regarding ELD standards, supports and strategies.

person instruction.

- Other tech requested: wireless adapters for science projectors, updated web cameras, calculators,
- ELA team asked for more novels as quarterly incentives. Requested voice amplifiers, microphones for presentations, and wireless clickers.
- Continue to fund technology site licenses like Nearpod, Padlet, Classkick, Quizizz, EdPuzzle, Gizmos, Turnitin.com, etc. in order to engage students in learning and to be able to easily check for understanding.
- Opportunities to have planning time beyond the school day or release days for PLC planning.

Action 1

Title: Literacy- Increase Proficiency in ELA

[Action Details:](#)

Gaston will increase percentage of all Gaston Students that meet proficiency on ELA (Literacy) Standards using a school wide focus on quarterly student goal setting by tracking results of common formative assessments (CFA), IABS, FIABS, iReady Diagnostics, IPG trends and SBAC data.

Action details to increase proficiency in English Language Arts will include:

- PD around IPG; focus and goal setting each semester around elements of Tenet 2b and 3.
- PD using D. Fisher's Research on Relationships, Clarity, Structured Academic Discourse and Complexity to deliver Tier 1 instruction.
- PD using D. Fisher Research on collaborative tasks and small group targeted instruction to deliver Tier 1 and Tier 2 instruction
- PD using 21 CLD Century Learning Design (PLi) for collaboration, skilled communication, knowledge construction, self-regulation, real-world problem-solving and innovation and use of ICT for learning
- PD around co-teaching models
- Intentional Checking for Understanding for all students with teacher feedback
- Use of Technology for fluidity and differentiation to support testing environment with support from Personalized Learning Initiative
- Use of Technology to support ownership and student discourse aligned with iPG tenets
- Explicit Instructions on Clear Steps to attack directions and Unpack the problem/question or prompt
- Planned and created assessment calendar for CFAs including the use of IAB/FIABS
- 40 minutes weekly per student on iReady Online Instruction

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

PLAN

Gaston PLCs will create CFAs cycles incorporating the use of IAB/FIABs. This will be driven by PLC planning of instruction, calendared common formative assessments and weekly data collection and analysis through the regular use of the PLC Agenda, Data Analysis documentation and weekly updates around evidence of student learning in Teams and Atlas. This focus will be around sharing instructional strategies that produced the highest results and explicitly planning instructional activities to include best practices as described in iPG Tenets 2b and 3. PLI leads will continue learning on how to incorporate technology to differentiate, provide acceleration opportunities and create a blended instructional approach using criteria for blended models to strengthen effectiveness. PLCs will apply 21st Century Learning Design (21CLD) to plan clear and practical ways to develop 21st skills using digital technologies with their students to acquire skills in collaboration, skilled communication, knowledge construction, self-regulation, real-world problem-solving and innovation. ELA teachers will assign 40 minutes in per week for iReady Online Instruction in reading.

Summer- review assessment data, analyze for trends **Quarter 1** – Students will update agendas to establish mastery goals for the year and for the quarter. **MidQuarter 1-** Students failing the Formative Common Assessment on the unit standards will be provided reteaching through differentiation and a variety of groupings (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. Students will update agendas to establish goals for the year and for the middle and end of each quarter.

Do/Implement/Collect Evidence

PLCs will Plan/Teach lessons with criteria for success – Collect Student Work to take through CFA cycle, Weekly collect, analyze and document Evidence of Student Learning for agreed upon CFUs. Supervising administrator will collect evidence of AC work, use a PLC Rubric at the beginning of the year, end of semester 1 and end of semester 2, provide feedback to ILT/ PLC and cross reference students by Grade Level to determine who continues to not progress.

Study/Reflect PLCs will study evidence of student learning to discover where teachers have had great success, discuss how that happened and try to replicate strategies in other classrooms. PLCs will conduct error analysis of CFA data, and of student work against criteria for success to discover modifications needed to reteach and accelerate.

Act/What to do Next

PLCs will celebrate successes! The successes will be memorialized with the support of the Bengal Culture and Climate Team and the weekly SWAY data document. PLCs will then create a plan that addresses question numbers 3 and 4 of the four grounding questions for students who did/did not master the objective of the lesson.

Owner(s):

All members of each PLC with the support of their ILT Lead Teacher and assigned administrator will review data. PLC Teams will create common assessments, monitor and analyze data and communicate students and parents. Data will also be shared with ILT, BCC, COST, and SSC.

Admin team and Academic Counselor will monitor grades and organize Extended Library Tutoring.

After School Program will support students with reviewing data, completing missing assignments and assisting with communication to parents.

Supervising Admin will send weekly email with iReady Online Instruction usage and other key metrics around academic outcomes and "look fors" (Clarity questions, etc.) in the classroom.

Timeline:

Summer - August to review data

Start of School Opening activities include each student completing the iReady Diagnostic.

Certificated Staff will use baseline data to help create instruction with scaffolds and tools to accelerate learning. IABs/FIABs will be employed throughout the year as part of warm up and assessments aligned to SpringBoard instruction to provide students with experience with the rigor and style of SBAC.

IAB/FIAB data will be tracked using a schoolwide tool with literacy and math as larger focus so that all PLCs can use this data to inform their instruction. An IAB One-Pager to be updated monthly and reviewed by ILT first then PLCs.

September - Staff will set growth goals for iReady Diagnostic #3.

September- Students will set Goals for iReady diagnostic #2.

January- Students review results from iReady diagnostic #2 and set goals for iReady Diagnostic #3, and quarter 3. Staff will analyze diagnostic #2 results to measure growth toward goals for iReady Diagnostic #3

March - Students review results from iReady diagnostic #2 and review goals for iReady #3, ELPAC, and SBAC.

Quarter 4 - May - Assess SBAC and mid-June, celebrate.

-
- PLCs will meet WEEKLY to analyze data.
 - ILT will meet MONTHLY to analyze data.
 - Admin Team will meet WEEKLY to analyze data.

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

Tier 1 - All students will receive instruction using the GVC and identified learning targets. All students will use iREADY as a diagnostic exam and progress monitor. Students will be supported by being provided with reteaching through differentiation and a variety of groupings (RTI Tier 2). PLCs will create CFAs and proceed through the CFA cycle for each unit to monitor mastery of essential standards.

Tier 2 - After analyzing the CFA results, students will be supported by name and need for reteach and acceleration opportunities followed by two CFUs to measure evidence of learning.

Tier 3 - All general education students who are two or more grade levels behind will be supported using technology resources, tutoring, student study team focusing on foundational/literacy skills including enrollment in the After School Program, and the Extended Library Tutoring Program.

Common Formative assessments will be created (using IABs, FIABs/white board/software/Near Pod) to increase better use of essential standard skills with common academic language across content areas and highlighted throughout the school, so all students are able to recognize crossover learning throughout the school and are able to visualize reminders. Increased use of common formative assessment with results applied to individual student instruction. Materials and Supplies for a strong first teach and evidence to support the direction for a reteach during class and Extended Library Time.

Specify enhanced services for EL students:

Specific attention to our identified sub groups-EL Males, EL foster youth, low SES EL through the following: - Flexible grouping as needed to deepen and extend learning (RTI driven by AC) -Small group instruction through Extended Library Program (after school tutoring with a special bus for transportation) at targeted intervals of the school year -Access to equipment and software -All students will have access and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

Specify enhanced services for low-performing student groups:

Specific attention to our identified sub groups: AA/Students with Special Needs Males, AA/Students with Special Needs foster youth, AA SPED, AA/Students with Special Needs Males (low SES) through the following: Flexible grouping as needed to deepen and extend learning (RTI driven by PLC) -Small targeted group instruction through Extending Library Tutoring (after school tutoring with a special bus for transportation) at targeted intervals of the school year. Access to equipment and software (iReady). AA/Students with Special Needs students will have access and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages,

Action 2

Title: Math - Increase Proficiency

Action Details:

Gaston will increase percentage of all Gaston Students that meet proficiency on Math Standards using a school wide focus on quarterly student goal setting by tracking results of common formative assessments, IABS, FIABS, iReady Diagnostics, IPG trends and SBAC data.

Action details to increase proficiency in English Language Arts will include:

- PD around IPG; focus and goal setting each semester around elements of Tenet 2b and 3.
- PD using D. Fisher's Research on Relationships, Clarity, Structured Academic Discourse and Complexity to deliver Tier 1 instruction.
- PD using D. Fisher Research on collaborative tasks and small group targeted instruction to deliver Tier 1 and Tier 2 instruction
- PD using 21 CLD Century Learning Design (PLi) for collaboration, skilled communication, knowledge construction, self-regulation, real-world problem-solving and innovation and use of ICT for learning
- PD around co-teaching models
- Intentional Checking for Understanding for all students with teacher feedback
- Use of Technology for fluidity and differentiation to support testing environment with support from Personalized Learning Initiative
- Use of Technology acquired to support ownership and student discourse aligned with iPG tenets
- Planned and created assessment calendar for CFAs including the use of IAB/FIABS
- 40 minutes weekly per student on iReady Online Instruction

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Gaston PLCs will create CFAs cycles incorporating the use of IAB/FIABs. This will be driven by PLC planning of instruction, calendared common formative assessments and weekly data collection and analysis through the regular use of the PLC Agenda, Data Analysis documentation and weekly updates around evidence of student learning in Teams and Atlas. This focus will be around sharing instructional strategies using MLD as a guide, planning instructional activities to include best practices as described in iPG Tenets 2b and 3.

PLI leads will **continue** learning on how to incorporate technology to differentiate, provide acceleration opportunities and create a blended instructional approach using criteria for blended models to strengthen effectiveness. PLC will apply **21st Century Learning Design (21CLD)** to plan clear and practical ways to develop **21st skills** using digital technologies with their students to acquire skills in collaboration, skilled communication, knowledge construction, self-regulation, real-world problem-solving and innovation. Math will assign 40 minutes in per week for iReady Online Instruction in reading.

Summer- review assessment data, analyze for trends. **Quarter 1** – Students will **update** agendas to establish mastery goals for the year and for the quarter. **MidQuarter 1**- Students failing the Formative Common Assessment on the unit standards will be provided reteaching through differentiation and a variety of groupings (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. Students will **update** agendas to establish goals for the year and for the middle and end of each quarter.

Do/Implement/Collect Evidence

PLCs will Plan/Teach lessons with a criteria for success – Collect Student Work to take through CFA cycle, Weekly collect, analyze and document Evidence of Student Learning for agreed upon CFUs. Supervising administrator will collect evidence of AC work, use a PLC Rubric at the beginning of the year, end of semester 1 and end of semester 2, provide feedback to ILT/ PLC and cross reference students by Grade Level to determine who continues to not progress.

Study/Reflect PLC will study evidence of student learning to discover where teachers have had great success, discuss how that happened and try to replicate strategies in other classrooms. PLC will conduct **error** analysis of CFA data, and of student work against criteria for success to discover modifications needed to reteach and accelerate.

Act/What to do Next

PLC will celebrate successes! The successes will be memorialized with the support of the Bengal Culture and Climate Team and the weekly SWAY data document. PLC will then **create** a plan that addresses question numbers 3 and 4 of the four grounding questions for students who did/did not master the objective of the lesson. By the end of March, staff will administer the last i-Ready Diagnostic test to look for growth along with other data pieces.

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

Tier 1 - All students will receive instruction using the GVC and identified learning targets. All students will use iREADY as a diagnostic exam and progress monitor. Students will be supported by being provided with reteaching through differentiation and a variety of groupings (RTI Tier 2). PLCs will **create** a CFA and proceed through the CFA cycle for each unit to monitor mastery of essential standards.

Tier 2 - After analyzing the CFA results, students will be supported by name and need for reteach and acceleration opportunities followed by two CFUs to measure evidence of learning.

Tier 3 - All general education students who are two or more grade levels behind will be supported using technology resources, tutoring, student study team focusing on foundational/literacy skills including enrollment in the After School Program, and the Extended Library Tutoring Program.

Owner(s):

All members of each PLC with the support of their ILT Lead Teacher and assigned administrator will review data. PLC Teams will create common assessments, monitor and analyze data and communicate students and parents. Data will also be shared with ILT, BCC, COST, and SSC.

Admin team and Academic Counselor will monitor grades and organize Extended Library Tutoring.

After School Program will support students with reviewing data, completing missing assignments and assisting with communication to parents.

Supervising Admin will send weekly email with iReady Online Instruction usage and other key metrics around academic outcomes and "look fors" (Clarity questions, etc.) in the classroom.

Timeline:

Summer - August to review data

Start of School Opening activities include each student completing the iReady Diagnostic.

Certificated Staff will use baseline data to help create instruction with scaffolds and tools to accelerate learning. IABs/FIABs will be employed throughout the year as part of warm up and assessments aligned to GoMath instruction to provide students with experience with the rigor and style of SBAC.

IAB/FIAB data will be tracked using a schoolwide tool with literacy and math as the key focus so that all PLCs can use this data to inform their instruction. An IAB One-Pager to be updated monthly and reviewed by ILT first then PLCs.

September- Staff will set growth goals for iReady Diagnostic #3.

September- Students will set Goals for iReady diagnostic #2.

January - Students review results from iReady diagnostic #2 and set goals for iReady Diagnostic #3, and quarter 3. Staff will analyze diagnostic #2 results to measure growth toward goals for iReady Diagnostic #3

March - Students review results from iReady diagnostic #2 and review goals for iReady #3, ELPAC, and SBAC.

Quarter 4 - April Assess SBAC and mid-June, celebrate.

-
- PLCs will meet WEEKLY to analyze data.
 - ILT will meet MONTHLY to analyze data.
 - Admin Team will meet WEEKLY to analyze data.

Common Formative assessments will be created (using IABs, FIABs//white board/software/Near Pod) to increase better use of essential standard skills with common academic language across content areas and highlighted throughout the school, so all students are able to recognize crossover learning throughout the school and are able to visualize reminders. Increased use of common formative assessment with results applied to individual student instruction. Materials and Supplies for a strong first teach and evidence to support the direction for a reteach during class and Extended Library Time.

[Specify enhanced services for EL students:](#)

Specific attention to our identified sub groups-EL Males, EL foster youth, low SES EL through the following: - Flexible grouping as needed to deepen and extend learning (RTI driven by AC) -Small group instruction through Extended Library Program (after school tutoring with a special bus for transportation) at targeted intervals of the school year -Access to equipment and software -All students will have access and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

[Specify enhanced services for low-performing student groups:](#)

Specific attention to our identified sub groups: AA/Students with Special Needs Males, AA/Students with Special Needs foster youth, AA SPED, AA/Students with Special Needs Males (low SES) through the following: Flexible grouping as needed to deepen and extend learning (RTI driven by PLC) -Small group instruction through Extending Library Tutoring (after school tutoring with a special bus for transportation) at targeted intervals of the school year. Access to equipment and software (iReady). AA/Students with Special Needs students will have the opportunity to review ATLAS and receive training on how to email teachers and properly request support, assignments, etc.

Action 3

Title: English Language Learners- Increase Redesignation

[Action Details:](#)

For our Language Learners Gaston will increase the percentage of students who are redesignated as well as developing their second language (English) by implementation of Effective Tier 1 Core Instruction using SDAIE strategies and integrating ELD standards for all content areas. Gaston's designated English language development will be supported using the adopted text. All language learners will have the support of a MTSS Teacher in History, ELA, Math and Science for reteach and acceleration.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Phases of Language Learner **Support** throughout the 2020-2021 School Year:

All Staff at Gaston Middle School will access the ELL Redesignation report to identify EL students in each of their periods by name and level. Advisory will initiate goal setting for assessments. All teachers will provide practice around vocabulary development, reading comprehension and writing. Extended Library Tutoring for Language Learners after school on Monday, Tuesday and Wednesday for continue vocabulary development, reading comprehension and writing in preparation for interim assessments, ELPAC, as well as grades and overall English Language Fluency.

Owner(s):

All members of the PLC teams with the Admin team and HSL will monitor and communicate ELL data to Leads, BCC, MTSS/COST/TST, SSC and ELAC.

Admin team and Academic Counselors will monitor grades, organize Extended Library Tutoring. All members of the PLC with the LEAD Teacher and assigned administrator will review ELL data. PLC Teams teams will create common assessments, monitor data and communicate to students and parents. After School Program will support students with reviewing data, completing missing assignments, assisting with communication to parents and providing students opportunities with i-Ready individualized learning.

All teachers will access ELL Redesignation Report to identify names and ELL levels of English Learners in their classrooms.

Home School Liaison will stay in communication with parents quarterly to inform of progress - Librarian will assist with other software and literature to support fluency

Admin team will implement quarterly system on monitoring RFEP students as well as gathering documents for redesignation.

Timeline:

Summer - August to review data

Start of School Opening activities including each student tested with the iReady Diagnostic. Certificated Staff will use baseline data and create dates for common formative assessments. IABs/FIABs will be employed throughout the year as part of warm up and assessments aligned to SpringBoard instruction to provide students with experience with the rigor and style of SBAC.

IAB/FIAB data will be tracked using a schoolwide tool with literacy and math as larger focus so that all PLCs can use this data to inform their instruction. IAB One-Pager to be updated monthly and reviewed by ILT first then PLCs.

September - Staff will set growth goals for iReady Diagnostic #3.

September- Students will set Goals for iReady diagnostic #2.

January- Students review results from iReady diagnostic #2 and set goals for iReady Diagnostic #3, and quarter 3. Staff will analyze diagnostic #2 results to measure growth toward goals for iReady Diagnostic #3

March - Students review results from iReady diagnostic #2 and review goals for iReady #3, ELPAC, and SBAC.

Quarter 4 - April Assess SBAC and mid-June, celebrate. Celebrate students who are redesignated at award ceremonies.

Ongoing - Conduct PL for staff regarding ELL supports.

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- PLCs will meet WEEKLY to analyze data.
 - ILT will meet MONTHLY to analyze data.
 - Admin Team will meet WEEKLY to analyze data.

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

Instructional services for identified language learners will be aligned to the **designated supports** as identified by FUSD. Language Learners assigned to ELD will be identified by ELPAC scores, how long they have been in the United States and Home Language Survey. 7th grade moving to 8th grade can also have input from English and ELD recommendations of teachers. The curriculum is Inside Fundamentals and the students will use the proper level according to their language acquisition level.

Direct Instructional services for language learners in content classes will be aligned to the **integrated supports** as identified by FUSD. Along with being assessed in ELPAC, Teachers teaching language learners will prepare their classrooms and have environments that #1- support cultural and linguistic diversity. Tier 1 (the first teach) will include strategies specifically for EL learners. Using the IPG for support, #2- Provide direct and explicit comprehension strategy instruction #3- Provide explicit vocabulary instruction #4- Provide opportunities for extended discussion of text meaning and interpretation #5- Increase motivation and engagement in literacy learning. Tier 2 will use the same supports above, however may be in smaller groups.

Long Term EL Students will be considered Tier 3 ELs and have access to English Lessons with ELPAC frontloading support.

All EL students who have been flat with scores will connect with an academic counselor on campus and bi-annually for: Communication on ELPAC expectations for the new year, learn about the postcards of encouragement, receive weekly opportunities to practice English Skills within iReady in the classroom and in the after-school program. Materials and Supplies -Transportation to home from Extended Library Tutoring - ELPAC Assessment from Assessors. All students in ELD program will be provided additional .125 FTE for ELD support in place of one of their elective courses.

Specify enhanced services for EL students:

Identified students will have a one to one peer mentor to ensure each child knows their ELPAC score and receive assistance to be able to speak to their goal. MTSS/COST/TST will ensure that students identified as ELL homeless, ELL foster and low EL SES as well as EL SPED have services and/teachers have back ground to assist teachers 'knowing' their students. All communication home will be sent in students' primary language where and when possible.

Specify enhanced services for low-performing student groups:

i-Ready Diagnostic for reading will pinpoint ELL student needs down to the sub-skill level. The growth monitoring option shows whether ELL students are on track to achieve end of the year targets. Because the assessments are computer-based and delivered on internet connected computers, results are immediately available to schools and teachers for targeting instruction. Teachers will use results to group students for differentiated instruction and intervention. i-Ready will be available for use during the school day, in the After School program, in the Extended Library Tutoring and at home. Tutor.com is available to all students during all non-school hours and, in some cases, can be conducted in the student's native language.

Action 4

Title: African American Academic Growth

Action Details:

Increase the number of African-American students who score standards met or standard exceeded on both Math and ELA.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Plan/Problem of Practice -Teachers will engage in professional learning to acquire techniques on increasing the use of devices in class and/or lessons. Teachers will receive continued PL on Cultural Proficiency and on strategies in working with students of color. Gaston families will be trained through parent workshops to utilize available tools to assist increasing communication and strengthen partnerships with teachers and site to increase and support academic achievement.

Gaston PLCs will identify essential standards for each unit and create a CFA then proceed through the CFA cycle (RTI Tier 1). This will be driven by PLC planning of instruction, calendared common formative assessments and data collection through the regular use of the PLC Agenda and Data Analysis Documentation and weekly updates around evidence of student learning in Teams. This focus will be around sharing instructional strategies that produced the highest results. PLi leads will receive training through PLi Leaders on how to incorporate technology to create a blended instructional approach using criteria for blended models to strengthen effectiveness and differentiate instruction. PLCs will apply **21st Century Learning Design (21CLD)** to plan clear and practical ways to develop **21st skills** using digital technologies with their students to acquire skills in collaboration, skilled communication, knowledge construction, self-regulation, real-world problem-solving and innovation and use of ICT for **learning**. ELA and Math will assign 40 minutes in per week for iReady Online Instruction in reading.

Street Saints will continue to support students by doing the following with African American students: goal setting, grade checks, social emotional check ins, and home visits to build relationships with families.

Summer- review assessment data, analyze for trends **Quarter 1** – Students will update agendas to establish mastery goals for the year and for the quarter. **MidQuarter 1**- Students Failing the Formative Common Assessment on the unit standards will be provided reteaching through differentiation and a variety of groupings (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. Students will update agendas to establish goals for the year and for the middle and end of each quarter.

Do/Implement/Collect Evidence

PLCs will Plan/Teach lessons with criteria for success – Collect Student Work to take through CFA cycle, Weekly collect, analyze and document Evidence of Student Learning for agreed upon CFUs. Supervising administrator will collect evidence of AC work, use the PLC Regional Rubric at the beginning of the year, end of semester 1 and end of semester 2, provide feedback to ILT/ PLC and cross reference students by Grade Level to determine who continues to not progress.

Study/Reflect PLC will study evidence of student learning to discover where teachers have had great success, discuss how that happened and try to replicate strategies in other classrooms. PLC will conduct error analysis of CFA data, and of student work against criteria for success to discover modifications needed to reteach and accelerate.

Act/What to do Next

PLC will celebrate successes! The successes will be memorialized with the support of the Bengal Culture and Climate Team and the weekly SWAY data document. PLC will then **create** a plan that addresses question numbers 3 and 4 of the four grounding questions for students who did/did not master the objective of the lesson. By the end of March, staff will administer the last i-Ready Diagnostic test to look for growth along with other data pieces.

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

Tier 1 - All African American students will receive instruction using the GVC and identified learning targets. All students will use iREADY as the diagnostic exam and progress monitor. Students will be supported by being provided with

Owner(s):

All members of each PLC with the support of their ILT Lead Teacher and assigned administrator will review data. PLC Teams will create common assessments, monitor and analyze data and communicate students and parents. Data will also be shared with ILT, BCC, COST, and SSC.

Admin team and Academic Counselor will monitor grades and organize Extended Library Tutoring.

After School Program will support students with reviewing data, completing missing assignments and assisting with communication to parents.

African-American Student Leadership Champion will work with 4 selected students to provide on-going supports through mentoring, monitoring academic progress, parent communication, weekly check-ins, social emotional guidance and celebrations.

Timeline:

Summer - August to review data

Start of School Opening activities include each student completing the iReady Diagnostic.

Certificated Staff will use baseline data to help create instruction with scaffolds and tools to accelerate learning. IABs/FIABs will be employed throughout the year as part of warm up and assessments aligned to SpringBoard instruction to provide students with experience with the rigor and style of SBAC.

IAB/FIAB data will be tracked using a schoolwide tool with literacy and math as larger focus so that all PLCs can use this data to inform their instruction. An IAB One-Pager to be updated monthly and reviewed by ILT first then PLCs.

September - Staff will set growth goals for iReady Diagnostic #3.

September- Students will set Goals for iReady diagnostic #2.

January- Students review results from iReady diagnostic #2 and set goals for iReady Diagnostic #3, and quarter 3. Staff will analyze diagnostic #2 results to measure growth toward goals for iReady Diagnostic #3

March - Students review results from iReady diagnostic #2 and review goals for iReady #3 and SBAC.

Quarter 4 - May - Assess SBAC and mid-June, celebrate.

African American Student Leadership Academy champion will meet with students once per week.

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- PLCs will meet WEEKLY to analyze data.
 - ILT will meet MONTHLY to analyze data.
 - Admin Team will meet WEEKLY to analyze data.

reteaching through differentiation and a variety of groupings (RTI Tier 2) during a Blended Learning Lesson. PLCs will create a CFA and proceed through the CFA cycle for each unit to monitor mastery of essential standards.

Tier 2 - After analyzing the CFA results, students will be supported by name and need for reteach and acceleration opportunities followed by two CFUs to measure evidence of learning.

Tier 3 - All general education students who are two or more grade levels behind will be supported one on one by Push In (MTSS) teacher using technology resources, tutoring and student study team focusing on foundational math and reading/literacy skills including enrollment in the After School Program and the Extended Library Tutoring Program.

Common Formative assessments will be created (using IABs/FIABs/illuminate/white board/software/Near Pod, PLI tablets) to measure the effectiveness of instructional practices and increase knowledge of standards with common academic language across content areas and highlighted throughout the school, so all students of color are able to visualize reminders. Increased use of common formative assessment with results applied to individual student instruction. Materials and Supplies for a strong first teach and evidence to support the direction for a reteach during Co-Teaching Days, Extended Library Time.

Specify enhanced services for EL students:

N/A

Specify enhanced services for low-performing student groups:

i-Ready licenses and professional learning

All Teaming Structures will use the Site Plan as Resource and the SPSA will have a permanent place on all Agendas

A commitment to use a Goal Setting Tool for both Students and Staff for SEL and Academic goals will be completed and reviewed based on the calendar.

Street Saints will continue to support students by doing the following with African American students: goal setting, grade checks, social emotional check ins, and home visits to build relationships with families.

Action 5

Title: Students with Disabilities Academic Growth

Action Details:

Increase the number of students with disabilities to show growth towards standards nearly met and met on both ELA and Math.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Data that will monitor progress:

- IEP Goals -CFA -Participation in Goal 2
- IAB/FIAB Results -GRADES
- SBAC Results -Attendance
- iREADY Diagnostic Pre/Mid/Post

Progress Monitoring within the Cycle of Continuous Improvement:

Plan/Problem of Practice The students that have academic challenges fall into Tier 2 and Tier 3 and will have academic support throughout the day based on their IEP and or results from a potential Student Study Team Meeting, potential 504 meeting. . Students with Disabilities come with IEPs and upon entry the IEP at a Glance will be given to all staff. If the child is out of district, an IEP will be held to determine proper placement, accommodations and supports. Our goal is that the tier 2/3 student increases their attendance, develops the social skills and self-esteem necessary for the student to exercise meaningful options in school, and in personal relationships.

Do/Implement/Collect Evidence -Tier 2 and Tier 3- Academic supports will be in place for students. Supports may consist of SDC teacher, RSP teacher, Paraprofessional Support, Assigned Shadows to identified students and in such cases Appropriate Learning Placement Services. All programs are supported by Psychologist and Social Worker, Tier 2 Specialist, Transition Teacher, Case Managers and Academic Counselors.

Owner(s):

Special Education Teachers / Case Managers will regularly monitor IEP goals through IEP process with families and teachers.

All members of each PLC with the support of their ILT Lead Teacher and assigned administrator will review data. PLC Teams will create common assessments, monitor and analyze data and communicate students and parents. Data will also be shared with ILT, BCC, COST, and SSC.

Admin team and Academic Counselor will monitor grades and organize Extended Library Tutoring.

After School Program will support students with reviewing data, completing missing assignments and assisting with communication to parents.

Supervising Admin will send weekly email with iReady Online Instruction usage and other key metrics around academic outcomes and "look fors" (Clarity questions, etc.) in the classroom.

Timeline:

Summer - August to review data

Start of School Opening activities include each student completing the iReady Diagnostic.

Certificated Staff will use baseline data to help create instruction with scaffolds and tools to accelerate learning. IABs/FIABs will be employed throughout the year as part of warm up and assessments aligned to SpringBoard instruction to provide students with experience with the rigor and style of SBAC.

IAB/FIAB data will be tracked using a schoolwide tool with literacy and math as larger focus so that all PLCs can use this data to inform their instruction. An IAB One-Pager to be updated monthly and reviewed by ILT first then PLCs.

September - Staff will set growth goals for iReady Diagnostic #3.

September- Students will set Goals for iReady diagnostic #2.

January- Students review results from iReady diagnostic #2 and set goals for iReady Diagnostic #3, and quarter 3. Staff will analyze diagnostic #2 results to measure growth toward goals for iReady Diagnostic #3

March - Students review results from iReady diagnostic #2 and review goals for iReady #3, ELPAC, and SBAC.

Quarter 4 - May - Assess SBAC and mid-June, celebrate.

- PLCs will meet WEEKLY to analyze data.
- ILT will meet MONTHLY to analyze data.
- Admin Team will meet WEELY to analyze data.

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

Tier 1 - All students will receive instruction using the GVC and identified essential standards. All students will use iREADY as the diagnostic exam and progress monitor. Students will be supported by special education teacher in Co-Teaching classes in each reading and math class in a variety of group configurations using differentiation. PLCs will create a CFA and proceed through the CFA cycle quarterly to monitor mastery of essential standards.

Tier 2 - After analyzing the CFA results, students will be supported by name and need for reteach and acceleration opportunities followed by two CFUs to measure evidence of learning.

Tier 3 - All students with disabilities who are two or more grade levels behind will be supported by two teachers in co-teaching classes. All students with disabilities who are two or more grade levels behind will be supported by a paraprofessional along with their SPED teacher in SDC classes and through the use of technology resources, tutoring, student study team focusing on foundational/literacy skills including the After School Program and Extended Library Tutoring Program. All students in the ALPS program will be provided additional .125 FTE for functional skill support (ALPS).

Students will be taught to explain their goals for each quarter using a script from their agendas. Common Formative assessments will be created (using IABs/FIABs, Illuminate/white board/software/Near Pod) to increase better use of essential standard skills with common academic language across content areas and highlighted throughout the school, so all students are able to recognize crossover learning. Increased use of common formative assessments with results applied to individual student instruction. Materials and supplies for a strong first teach and evidence to support the direction for a reteach during regular instruction and Extended Library Time.

Specify enhanced services for EL students:

Identified students will have a one to one peer mentor from Edison High School as part of the peer mentoring program. Academic counselors will meet with each ELL student to ensure each child knows their ELPAC score and receive assistance to be able to speak to their goal. MTSS/TST will ensure that students identified as ELL homeless, ELL foster and low ELL SES as well as ELL SPED have services and teachers have background to assist teachers 'knowing' their students.

Specify enhanced services for low-performing student groups:

i-Ready licences and professional learning

All Teaming Structures will use the Site Plan as Resource and the SPSA will have a permanent place on all Agendas

A commitment to use a Goal Setting Tool for both Students and Staff for SEL and Academic goals will be completed and reviewed based on the calendar.

Blended Learning Models

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0575 Gaston B. Rutherford 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	Teacher-Supp			Supplemental contracts for teachers to tutor students after school. ** No IEPs.	9,285.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology and tech equipment	16,376.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated substitutes to support teacher planning, conferences, etc.	9,643.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts to support teacher planning: summer / winter	9,904.00
G1A1	Sup & Conc	Instruction	Travel			PL Conferences - CADA, CAHPERDS, etc.	4,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Extra Ricoh Copy Machines	15,000.00
G1A1	One-time School	Instruction	Bks & Ref			Professional Learning Books and site licenses (Nearpod Library, Padlet, Gizmos)	10,000.00
G1A1	One-time School	Instruction	Bks & Ref			: Books to improve literacy	10,000.00
G1A1	One-time School	Instruction	Nc-Equipment			: More computers to support instruction	46,598.00
G1A2	Sup & Conc	Instruction	Direct-Maint			General & Tech Maintenance	10,000.00
G1A3	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Ext			HSL Extra time to support parent meetings & involvement	4,879.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buyout for ELD	10,928.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	8,294.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support EL Learners	15,071.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Laptops / Technology to support instruction	27,468.00
G1A3	LCFF: EL	Instruction	Direct-Graph			Graphics - EL Learners	1,803.00
G1A4	One-time School	Instruction	Cons Svc/Oth			To be Determined : Professional Development to support Cultural Proficiency / African American & Latino Studies PL	20,000.00
G1A5	Sup & Conc	Separate Classes: Special Education	Teacher-Regu	Teacher, Middle School	0.1250	Prep buyout for Felicia Burrell (ALPS)	10,928.00

\$240,177.00

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	✓		80.02 %	2021-2022	81.12 %

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.

We were able to carry out Action 1 from the 2021 - 2022 SPSA that calls on all student to be engaged in 2 elective courses. These courses provide learned that relate directly to many real world tasks and professions that student could hold after their K-12 experience. All students had access to A-G Spanish Courses (1, 2 and Nativos), Library Studies, Art, Band, Orchestra, Women's and Men's Alliance, Chorus/Choir, Folklorico, Art, African American Studies, Latino Studies, Hmong, Speech and Debate, Information Tech, Engineering and Design, Arts and Media.

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

It was difficult to involve students in other student centered and real-world experiences like that were called out in the Actions of the 2021 - 2022 SPSA around trips to colleges, visitation to Career/Technical Ed events ,etc. due to social distancing and reduced field trips and activities. It was also difficult to get students and teachers involved in clubs during the first semester due to students and staff having an extended school day. Some teachers are also hesitant to start club meetings and activities as social distancing and contract tracing are more difficult during club activities.

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).

The main difference for this year was that when events did occur related to this goal and action, that they were done in an all virtual format. Some events were able to take place with modifications, with field trips delayed until semester 2. Funds that would have been spent on transportation were moved to other lines like "materials and supplies" to support this goal.

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 2022-23 SPSA.

No major changes will be made for the upcoming 2022 - 2023 in hopes that trips and real-world experiences will resume as student continue to attend school in the physical setting.

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:

Over the course of the year the SSC Team requested the following to support instruction as a part of Goal 2:

- More access to technology for students and teachers
 - Computers
 - Software licenses for CTE classes
- Access to field trips / real world job site experiences for student

2 ELAC:

Parents requested information and training on how to support students in all content areas - content specific information.

Parents requested an increase in communication between teachers and families to support students.

Parents requested training to support students with strategies, ie. coffee hour.

Parents requested that teachers use more visuals in class to support students.

Parents requested that students be involved in more group projects (limited this year due to COMD).

Parents requested site or district support for non-English speaking parents to connect with site and support students at home.

Parents requested ongoing professional learning regarding ELD standards, supports and strategies.

3 Staff:

Monthly ILT meetings where data was reviewed.

February 2022 - Microsoft Forms survey gathering feedback from staff for SPSA

- CharacterStrong Curriculum
- Leadership general supplies for activities
- Funding for field trips related to science math, CTE, and future exposure to careers and colleges.
- Materials and supplies for music, band, and dance classes.

Action 1

Title: Increase Elective Options / Club & Sport opportunities

Action Details:

Electives/Goal2 - All RBGaston Students will be enrolled in 2 elective courses that are structured to align with before, during and after school clubs, Goal 2 activities and sports. Elective classes will be offered Monday- Friday and include: A-G Spanish Courses (1, 2 and Nativos), LibraryStudies, Art, Band,Orchestra, Women's and Men's Alliance, Exploration Music, Exploration Dance, Art, African American Studies, Latino Studies,Hmong, Speech and Debate, Information Tech, Engineering and Design, Arts and Media.

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

Plan/ Problem

All students will have two elective courses and an opportunity for a Goal 2 connection to one of their elective classes per semester.

Do/Implement/Collect Evidence

Each elective will have a club aligned to their course/content to support and increase student engagement. By increasing student participation in Goal 2 activities, IPG scores will also be impacted in Tenet 1 for all Elective classrooms. Quarterly progress monitoring of Goal 2 activities/athletics and participation rate, collecting and analyzing IPG trend data in Elective courses to determine correlation of Goal 2 and IPG Tenet 1/Culture of Learning.

Study/Reflect

All stakeholders; Administration, Activities Director, Athletic Director, Electives A and B PLC teams, COST/TST, and instructional leadership team will review which students are participating in Goal 2 activities and are succeeding in the classrooms in order to be recognized during quarterly awards assemblies. Administration, Activities Director, Athletic Director, COST/TST, club advisors, academic counselors will also plan supports to reach out to students NOT participating in Goal 2 activities in order to recruit and increase student participation. CCI process to include all stakeholders to assess, support and increase Goal 2 participation.

Act/What to do Next

Celebrate success with students, staff and parents when we meet our target and move towards 100% participation rate. Recognize students and their parents/families during school events/performances to show our appreciation. Character Awards/Sportsmanship Award and Bengal Award are presented after each quarterly sports season. End of year club recognition by club advisers to recognize all students participating in Goal 2.

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

- Parents and students will receive a Block 'G' and join the Block 'G' Club for participation in Goal 2 activities and athletics.
- When parents and students participate in culminating projects with clubs and events are connected with electives (exp. African-American Studies, BSU/celebrating Black History Month, Latinos for Excellence, Latino Studies, folklorico and Hmong dances. Dia de los Muertos celebration, Tournament of Technology, and other school events connected to Goal 2, parents and students can earn emblems to add to their Block 'G' to demonstrate their participation in Goal 2.
- Substitute teachers may be needed for classroom coverage for teachers/club advisors and transportation for students to travel to compete in school events/activities.
- Technology software for electives, activities, clubs
- Additional .125 FTE prep buyout for AD to support with Goal 2 activities and sports.
- Additional funding to support student competitions (food, attire, entry fees, travel).

Specify enhanced services for EL students:

- All recruitment for activities will be provided in students primary language
- School Messenger and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support
- TST will ensure that EL students identified as homeless and foster have services and teachers/staff are informed on how to best support the needs of identified students. 100% of Gaston students are classified as low socioeconomic.

Owner(s):

- Administration, Activities Director, Athletic Director, Electives A and B to review Goal 2 data and SPSA goal quarterly to monitor progress and inform next steps.
- The After School Program Staff will support students participating in Goal 2 by reviewing homework, completing missing assignments and assisting with communicating with adults/teachers in order to keep students eligible for participation.
- Activities director, Athletic director, Administration, club advisers, academic counselors will communicate with parents quarterly to inform of student progress, participation and eligibility.
- Transition Teacher will use Atlas student profile to support students when processing students in to Transition.
- Activities Director and Athletic Director to plan, organize and implement school activities, events, and athletics to increase student participation in Goal 2 - Team members to meet quarterly to plan and communicate to students/staff.

Timeline:

- Quarterly review of Goal 2 participation rate.
- Activities Director, Athletic Director and Academic Counselors to support with data entry of student participation for all Goal 2 activities and athletics.

Specify enhanced services for low-performing student groups:

- i-Ready results will be analyzed and demographic groups will be strategically studied to ensure that students that have the most needs will be connected to an adult and elective they can excel in.
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 2.
- All Teaming Structures will use the SPSA as a resource to support site goals, the SPSA will be an agenda item for site meetings and parent committees; SSC and ELAC.
- Goal Setting Tool to support students with SEL and academic goals will be completed and reviewed based on the school calendar.

Action 2

Title: Project Based Learning- STEAM

Action Details:

To support demonstrating character and competencies for workplace success, the entire school will participate and contribute to a Year-long project based STEAMculminating event in the Spring for Open House.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Plan/ Problem of Practice:

Teachers will become familiar with the method of Project Based Learning which is to have students use the GVC and answer a meaningful question that explores, a real-world problem. Gaston will answer- How do I use my knowledge to improve my school/community while I become college and career ready and demonstrate the competencies for workplace success where STEAMis the emphasis? (Science, Technology, Engineering, Arts and Math).???

Do/Implement/Collect Evidence:

All PLCs will choose a project to answer the question that is aligned to their content area using 21st century skills (critical thinking, collaboration, communication and creativity) and the Personalized Learning Initiative.

Act/What to do Next

At Open House the community will be invited to review and celebrate the student projects that are the solutions to their assigned problem

Owner(s):

Administration will teach the 2020-2021 PBL foundational components. ILT and PLC Teams will create quality tasks to assess, monitor data and communicate to students and parents -Home School Liaison will stay in communication with parents quarterly to inform of progress.

Student Leadership will create the Invitation and coordinate the event.

Timeline:

Late Start Fridays, BuyBack and Institute Days-Over view of PBL Monthly check ins with ILT and PLCs on Progress as well as school displays of progress-

Quarter 1- Intro to Careers Research after the Academic Counselors to their Student Success Conferences.

Quarter 2- All departments will start planning projects for PBL and collaborate with other departments during ILT meetings to ensure that projects are unique.

Quarter 3- All teachers will monitor projects to ensure completion.

Quarter 4- Projects will be presented to the community and parents at the Open House March 31. Students will complete a self-reflection.

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

Technology will assist the research of career in STEAM. Display Poster Boards and art tools, printers and ink for printers, and other materials for the project will be needed to create and display the solutions to the community.

Specify enhanced services for EL students:

Additional communication from the HSL will be made to keep parents informed. For Nativos, Spanish students and ELD students, the requirement for their project will be in the language they are learning and presenting in.

Specify enhanced services for low-performing student groups:

Researchers have found that well-planned, well executed PBL can increase student motivation and engagement in learning;improve students' retention of knowledge across time; be especially effective with low- performing student groups; and improve results on state standardized tests. Many opportunities for student choice within the project are designed to engage students.

Action 3

Title: Expose students to college and career experiences

Action Details:

Gaston will offer the following opportunities for their students:

- Use of XELLO(a Career Exploration Application)
- Participation in the CTE Ticket to the Future event
- Visit to local Colleges and Universities
- Invitations to guest/community speakers
- 3 College/University out of town trips
- Career Advanced Lessons (Monthly and every week in April)
- Student Success Conferences with Academic Counselors (Twice a Year)
- Students will participate in Super Saturday at CSU, Fresno

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

% of students engaged in college and career visits and activities

Owner(s):

Counselors

Timeline:

Monitored monthly

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

% of students of students that are on track with A-G courses (Algebra 1 and Spanish)

Owner(s):

Counselors

Timeline:

At each major grading window (Progress Reports and Quarterly Report Cards)

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

The following will be needed to support this action:

- Funds for transportation
- Funds for career software
- Potential release time for staff to travel with students on their enrichment activities for students
- Students will be provided additional .125 FTE prep buyout to support and allow for more students to be involved in CTE (Career & Technical Ed) and other elective courses that provide students with exposure to college and career experiences.
- Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)

Specify enhanced services for EL students:

Specific targeting of students within sub-groups that have historically been underrepresented to be involved in career and college exploration.

Specify enhanced services for low-performing student groups:

Specific targeting of students within sub-groups that have historically been underrepresented to be involved in career and college exploration.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0575 Gaston B. Rutherford Middle School (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	One-time School	Instruction	Nc-Equipment			: Technology for Electives Courses: Music, Foreign Language, VAPA	10,000.00
G2A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Vocational Education	0.7000	Additional Certificated FTE to support Tier 1	91,406.00
G2A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buyout for Women's Alliance	10,928.00
G2A3	Sup & Conc	Instruction	Direct Trans			Transportation	6,000.00
G2A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Vocational Education	0.3000	Additional Certificated FTE to support Tier 1	39,174.00

\$157,508.00

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	✓		37.96 %	2021-2022	15 %
Suspension Rate - Semester 1	✓		16.91 %	2021-2022	11.91 %

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 2021 - 2022 marked a sharp decrease for Gaston in terms of attendance indicators. Despite to regular home visits, calls daily by teachers and office staff, regular messages to students in Teams, and regular communication via social media platform there were more students Chronically Absent and a much lower percentage of students with "good" attendance. Two years ago , 2019 - 2020 only 64.82% of students had "good" attendance, last year 79.8% of students had "good" attendance, as of 3rd quarter this year (2021-2022) only 41.5% of students have good attendance. This year we were able to implement with fidelity a system that used data daily to identify students that needed support through the attendance and TST team process.

Chronic Absenteeism (Students with Disabilities)(See information above about attendance improvement from this year and over past 3 years). Students with disabilities still continue to struggle with an higher percentage of chronic absences but there has been a decrease from 28.2% in 2018 - 2019 to 15.3% as of Quarter 3 for 20201- 2022.

Suspensions students with 1 or more. - For the 2021 - 2022 school year the TST Team worked with fidelity to identify students that needed Tier 2 and Tier 3 supports weekly which helped decrease the number of misbehaviors that could have led to suspensions.

Suspensions students with 1 or more (Students With Disabilities) - For the 2021 - 2022 school year the TST Team worked with fidelity to identify students that needed Tier 2 and Tier 3 supports weekly which helped decrease the number of misbehaviors that could have led to suspensions. Team worked with school psychologist, school social worker and restorative counselor in supporting students with disabilities as a part of this process.

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 -

- Access to reliable internet and/or hotspots that could handle the speed needed for daily online classes on Microsoft Teams from 9 to 3:35 each day with video, chat, Nearpod, etc. for students out on quarantine.
- Fear of parents to send students to school during pandemic
- Variety in amount of content knowledge that families had around technology to be able to support their students or even to know whether their student was actively engaged in class whether in person or on quarantine.

Chronic Absenteeism (Students with Disabilities)

- Access to reliable internet and/or hotspots that could handle the speed needed for daily online classes on Microsoft Teams from 9 to 3:35 each day with video, chat, Nearpod, etc. while on quarantine.
- Variety in amount of supports available at home with many parents having to work and/or students having to care for younger siblings as they attended school from their computer while on quarantine.
- Fear of parents to send students to school during a pandemic.
- Variety in amount of content knowledge that families had around technology to be able to support their students or even to know whether their student was actively engaged in class whether in person or virtually while on quarantine.
- Suspensions students with 1 or more
- 110 students were suspended at least once.
- 22 students had more than one suspension

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).

Money that was designated for Shadows for Tier 2 / Tier 3 students was not used this year due to limited staffing of Shadows. These funds were moved to materials and supplies line to support with student incentives.

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 2022-23 SPSA.

No major changes will be made to overall plan for 2022 - 2023 but there will be a continued focus on attendance processes and the use of the TST Team process to identify and support students in need of targeted supports beyond Tier 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:

Over the course of the year the SSC Team requested the following to support instruction as a part of Goal 3:

- Opportunities for parents to be a part of what is happening at the school site
- Incentives for students who improve behavior / attendance
- Opportunities for community partners to work with students

2 ELAC:

Parents requested adding more ELD classes that could support students that are not new arrivals.

Parents requested information and training on how to support students in all content areas - content specific information.

Parents concerned with crosswalk safety.

Parents requested an increase in communication between teachers and families to support students.

Parents requested training to support students with strategies, ie. coffee hour.

Parents requested that teachers use more visuals in class to support students.

Parents requested that students be involved in more group projects (limited this year due to COVID).

Parents requested site or district support for non-English speaking parents to connect with site and support students at home.

Parents requested ongoing professional learning regarding ELD standards, supports and strategies.

3 Staff:

Monthly ILT meetings where data was reviewed.

February 2022 - Microsoft Forms survey gathering feedback from staff for SPSA

- CharacterStrong Curriculum
- Leadership general supplies for activities
- Funding for field trips related to science math, CTE, and future exposure to careers and colleges.
- Materials and supplies for music, band, and dance classes.

Action 1

Title: Tier 1- Bengal Culture and Climate/BCC

[Action Details:](#)

SEL Tier1- RB Gaston's Master Schedule and Program will foster safe and nurturing environments conducive to learning for all and support students' social emotional needs. The goal is to increase student engagement in school through; daily attendance, class courses and clubs, participation in school sports, events and activities to develop both social and SEL skills necessary for students to exercise meaningful options in school and build positive relationships with all stakeholders.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Plan/ Problem of Practice Gaston continues to embed Safe and Civil Guidelines for Success within all school language to our students: Guidelines for Success - ROAR: Respect Others, Optimize Opportunities; Attitude Matters, and Resilience Rewards. We want to teach and offer multiple opportunities to learn how to build positive relationships, deal with conflicts, disagree respectfully, restore/repair relationships and optimize opportunities for students in school everyday. We want all Gaston staff to have the tools, strategies and skills to engage, motivate, positively interact with all students. Students will receive SEL lessons utilizing district adopted curriculum "Second Step" in the SEL areas of self-management, social awareness, self-awareness, self-efficacy, growth mindset and self-management in order to be able to be successful at Gaston. Second Step curriculum will be utilized to support learning of SEL strategies in order to apply in all content areas and support student success. Bengal Climate/Culture (BCC) to determine school wide SEL focus utilizing district adopted curriculum and supplemental resources to be taught in Advisory lessons, PLCs to identify SEL focus based on student needs and embed into daily classroom lessons to reinforce SEL competency and teaching.

Do/Implement/Collect Evidence All students will receive and participate in Second Step lessons and include classroom meetings during Advisory lessons. In addition, Advisory lessons will include topics such as: SEL, schoolwide expectations for common areas, tech tips, cultural awareness, counselor topics, and other student related topics as site determined based on site and student trend data. Campus Culture Director, AD, and BCC to communicate Criteria for Success required for student participation in "Rock n Roar" activities using site data; attendance, grade and behavior. Data to include quarterly attendance, suspension, misbehaviors, and grade reports to determine participation in quarterly "Rock n Roar" activities. Use of a Gaston "Data Wall" to reflect quarterly progress, to be also reflected on the Gaston Data "One-Page" that is communicated and shared with ILT, PLCs and stakeholders.

Study/Reflect Review and analyze attendance, grades, misbehavior and suspension reports and other indicators to intervene and support increase of school attendance and participation rates in "Rock n Roar" and Goal 2 activities based on eligibility criteria. Site to utilize Climate/Culture Specialist as a resource to support BCC Team and implementation of Tier 1 school wide expectations and structures to increase positive Climate and Culture on site. Site to utilize Climate/Culture specialist as a resource to support teachers with Tier 1 structures and classroom management strategies.

Act/What to do Next? Utilize the Climate/Culture Implementation rubric and CCI process to monitor effectiveness of Tier 1 structures, communicate and celebrate progress with staff, students and stakeholders; monthly, quarterly, and semester.

Owner(s):

Admin team and Academic Counselors will monitor all student assessments, grades, and site data to determine site needs.

Librarian will assist with the Extended Library Tutoring Program and tutorial, student use of Atlas, and other software and literature to support fluency.

PLC Lead teachers to review, process school wide data with ILT and report to PLC teams.

PLC Teams will create common formative assessments (CFAs), analyze data to inform instruction and communicate academic progress and results to students, admin and parents.

After School Program/Staff will support students with check-ins, reviewing of grades on ATLAS, home work opportunities, completion of missing assignments and communicate student progress with teachers/staff.

Utilize Home School Liaison to support and translate for parents needing translation when meeting with teachers to inform parents of student academic progress and/or concerns.

Re-Engagement Teacher will use Atlas, misbehavior data and online referrals to intervene and support students in Re-Engagement center.

Re-Engagement teacher and Restorative Counselor to utilize restorative practices to support and reset students back to classrooms. Re-Engagement teacher will utilize support staff as necessary to meet with students and parents during re-entry conferences.

Campus Culture Director, Athletic Director(s), BCC and Admin team to communicate and meet to plan and organize school wide activities and events to support Climate/Culture on site and increase student/staff connectedness and staff morale.

Campus Culture Director will continue to build leadership capacity in Leadership class/students to plan and implement school wide activities and events throughout the school year to increase student and staff participation and sense of belonging.

Timeline:

Advisory Lessons will be held on Mondays following advisory schedule to support SEL learning and Guidelines for Success.

During August/Buyback and Institute Days, BCC team to provide team building activities and staff training on school wide expectations/structures and routines of common areas.

BCC to progress monitor monthly/quarterly student data to support school wide Tier 1 structures and routines.

TST to progress monitor student data; attendance, misbehaviors and suspension data to intervene and support Tier 2/3 students.

CCD/BCC to create lunch zones, lunch activities, spirit week, and criteria for student incentives to engage, build and increase positive relationships with students throughout the year, with an emphasis during longer months; October and March to increase student participation and reduce misbehaviors.

BCC to utilize the CCI process to review Fall/Spring Climate/Culture student and staff survey data to analyze data and increase student and staff sense of belonging and other areas of need based on Climate/Culture Survey data.

Advisory Teachers and Academic Counselors to incorporate quarterly Goal Setting with students for attendance and academics for quarterly academic awards and recognition.

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

Tier 1 -

All students will continue to learn to build relationships utilizing - district adopted curriculum "Second Step" and class meetings delivered in advisory classes and applied in core/content classrooms. Supplemental resources such as Character Counts to also support student directed and created class meetings during advisory lessons and in content classrooms. The goal to increase student engagement and student voice will be supported by staff and adults to strategically set up conditions for learning and support a safe and positive school environment through school wide structures, SEL and class meetings. The school will partner with community partnerships to seek opportunities from community members and organizations to engage with school, students, and family to increase community involvement and support school wide events such as Elective class performances, Donuts with Distinguished Adults, Muffins with Mentors, West Fresno CAN projects. Materials and supplies for events upon request as funds available. Additional 1.0 FTE Vocational Ed teacher to increase opportunities for students and provide CTE curriculum as an elective course.

Specify enhanced services for EL students:

TST will ensure that students identified as EL homeless, EL foster , EL SPED and EL have services and teachers have back ground to assist teachers knowing each of their students' stories. 100% of Gaston students are classified as low socioeconomic.

Specify enhanced services for low-performing student groups:

100% of Gaston students are classified as low socioeconomic. Therefore, Tier 1 will be supported by the Bengal Climate and Culture Team/BCC. BCC will review data and use the cycle of continuous improvement to determine next steps, schoolwide expectations/structures needed for refinement, and review of goals.

BCC to utilize Tier 1 school wide data and information collected from Climate/Culture Specialist, BCC, TST and admin team to refine school wide structures/practices. Monthly and quarterly progress monitoring of site data to include review procedures of common areas at BCC meetings using the CCI process to identify and implement effective strategies.

Action 2

Title: Tier 2/3- Bengal Culture and Climate/TST

Action Details:

SEL Tier 2/3- RBGaston's Master Schedule and Program will foster safe and nurturing learning environments by select staff supporting individual student's social emotional needs. The goal is to increase student attendance, develop both social skills and self-esteem necessary for students to exercise meaningful options in school and in personal relationships.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Plan/Problem of Practice The socially and emotionally challenged students that fall into Tier 2 and Tier 3 need support throughout the day. Our goal is that the tier 2/3 student increases their attendance, develops the social skills and self-esteem necessary for the student to exercise meaningful options in school, and in personal relationships.

Do/Implement/Collect Evidence -Tier 2 and Tier 3- Transition Teacher will support students and teachers using CHAMPS and Restorative Practice. Assigned Shadows to identified students and **document** support and outcomes for each student. **Create** plans to support students through SESS and Psychologist. CWAS will work with small groups of students to build SEL skills and progress monitor students to determine if they are in the appropriate supports. CWAS will conduct individual checks with students either daily or weekly. The CWAS will also provide proactive supports for students with manageable attendance rates (89-93%). The school will conduct a universal socioemotional screener in the fall and spring to identify students needing socioemotional supports.

Study/Reflect TST will review referrals and students who move from Tier 2 to 3. This action will give another opportunity to review suspension matrix to determine status of suspensions involving interpersonal conflict violations ('A' 'I' or 'R' codes). The CWAS will monitor suspension rates weekly to identify students with 2 or more suspensions in 60 days and the TST team will determine if more supports are needed for those students.

Act/What to do Next? Professional learning will be customized based on the results of the TST meeting notes, teacher feedback quarterly and intervention training to respond to level 1 and 2 classroom behaviors with the assistance of the Bengal Culture and Climate Team.

Owner(s):

Admin team and Academic Counselors will monitor all assessments/data, grades, and organize Extended Library Tutoring Program.

LEAD Teacher will review data and report to ILT

PLC Teams will create common assessments, monitor data and communicate to students and parents

After School Program will support students with reviewing data, completing missing assignments and assisting with communicating with adults

Home School Liaison will stay in communication with parents quarterly to inform of progress

Librarian will assist with the Extended Library Program and tutorial student use of Atlas and other software and literature to support fluency.

Transition Teacher will use Atlas to support students when processing students in to Transition. TST Team and Street Saints,

Shadows will support students through monitoring, modeling, redirecting, and celebrating.

CWAS will meet with small groups of students to build SEL skills and progress monitor all Tier 2 students to ensure they are receiving appropriate supports.

African-American Student Leadership Champion will work with 4 selected students to provide on-going supports through mentoring, monitoring academic progress, parent communication, weekly check-ins, social emotional guidance and celebrations.

Street Saints - to continue target support of African American students

SST Team will review, provide, and progress monitor students in need of individualized intervention.

Timeline:

Thursday TST Meetings with Admin, CWAS, SSW, Transition teacher, School Nurse, School Psychologist, RP Counselor and Academic Counselors

Review Tier 2 and 3 structures quarterly.

Monthly Culture and Climate meetings led by Vice Principal and BCC team

Quarterly referral review

African American Student Leadership Academy champion will meet with students once per week.

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

Tier 2 includes our Shadows, Fresno Street Saints, CWAS, Re-Engagement Teacher, Mentoring, Counseling and TST. Instruction may include information from Guest Speakers for Professional Learning, Workshops on Kinesthetic Classroom, Extrinsic Rewards and Food Treats, Field Trips and Materials and Supplies to support day trips, communication with parents (including but no limited to graphics, visuals in the building, flags/banners in the gym). Additional 0.25 FTE for Mens/Womens Alliance to support students with SEL and study skills.

Tier 3 Personnel uses all school supplies and materials from the student body. The School will support as well with incentives for individual and specialized behaviors contracts.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

TST will ensure that students identified as ELL homeless, ELL foster, ELL SPED and ELL have services and teachers have background to assist teachers 'knowing' their students. 100% of Gaston students are classified as low socioeconomic.

Interventions for subgroups for Tier 2 and Tier 3

AA/Students with Special Needs specifically however all students who have a need at this tier will be intervened with the use of Fresno Street Saints and Gaston Shadows, TST, CWAS, Psych and Social Worker then regrouped on a quarterly bases.

Students who are in need of more intensive intervention will continue however strategies are on an as needed bases.

Pivot team resources will be called upon for Tier 2 and Tier 3 attendance, SE and behavior.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0575 Gaston B. Rutherford 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	Mat & Supp			Materials & supplies to support instruction: i.e. paper, school supplies, student incentives, Bengal Block parties, etc.	80,618.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	13,556.00
G3A1	One-time School	Instruction	Mat & Supp			: Materials and supplies to build school culture & climate **No food or incentives**	5,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	1,000.00
G3A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Classified supplemental contracts (Student Shadow Support)	5,232.00

\$105,406.00

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	✓		88.05 %	2021-2022	90 %

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.

Is a new goal. In hiring this year in ALL roles hiring staff that reflected the diversity of the community was at the forefront when looking for high quality candidates.

Also, over the course of the year various staff recognition events occurred in order to recognize staff in efforts to retain staff with the goal of making them feel appreciated as a part of the Gaston family.

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

Continued to struggle in finding staff that reflects the diversity of our Hmong subgroup of 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).

No major differences.

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 2022-23 SPSA.

For the 2022 - 2023, for the first-time funds will be dedicated to this goal to help with retention and recognition of staff.

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:

Over the course of the year the SSC Team requested the following to support instruction as a part of Goal 4:

- Ensuring that parents can take part in the hiring of key staff members to have their voices heard.

2 ELAC:

Parents requested site or district support for non-English speaking parents to connect with site and support students at home.

3 Staff:

Monthly ILT meetings where data was reviewed.

February 2022 - Microsoft Forms survey gathering feedback from staff for SPSA:

- Continue to find ways to recognize staff
- Continue to create activities that bring staff together to build relationships with one another.
- Continue to involve ILT members in selection of new staff members when / where appropriate.

Action 1

Title: Recruit and Retain Staff Representative of the Community

Action Details:

- During hiring processes we will continue to select a diverse hiring panel so that we have representation from various backgrounds during the hiring process.
- We will continue to make a concerted effort to encourage staff from within to step up into leadership roles. (i.e. Paraprofessionals to Teacher role, i.e Teachers into ILT roles and Admin roles, etc.) with a specific focus on ensuring that we are having staff of all backgrounds in leadership.
- Continue the work with the Culture and Climate Team in creating community:
 - Partnering up new teachers with a teacher "buddy".
 - Weekly Staff gettogethers (i.e. Friday Coffee time in the foyer)
 - Reviewing of survey data to see that all subgroups are feeling connecting and if not, examining why not and determining next steps through a Continuous Cycle of Improvement.
- Continued use of Cultural Proficiency Professional Learning to allow staff to grow in gaining a deeper understanding of others.
- Continued Professional Learning around SEL (Social Emotional Learning) as it relates to adults.
- Continued Professional Learning around Self-Care for staff.

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

Gaston will become a school where diverse employees feel welcomed and supported by creating an environment that is culturally responsive with access to diverse curriculum. In conjunction with Teacher Development, building capacity of all teachers in culturally responsive with all curriculum.

Owner(s):

Admin Team

Timeline:

Monthly

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

Conferences and onsite PL in diversity and equity for staff.

Owner(s):

Admin team and ILT

Timeline:

Quarterly

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

Quarterly Surveys to get feedback from staff on feelings of connectedness to peers and gathering information about needs to improve the culture and climate.

Owner(s):

Admin Team and BCC (Bengal Culture and Climate Team)

Timeline:

Quarterly

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

Monthly Cultural Proficiency Professional Learning for ALL staff

Owner(s):

Admin Team

Timeline:

Monthly

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

Professional Learning around building PLC relationships and Self-Care

Owner(s):

Admin Team, ILT, and BCC

Timeline:

Monthly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Professional Learning from both within and from outside vendors around Cultural Proficiency
- Professional Learning texts
- Time built into the day to engage in meaningful team / relationship building as a staff
- Release time for teachers to learn from peers on and off site to grow their skillsets
- Resources to support the running of staff and PLC meetings
- Recruitment of community members for open classified positions through Gaston Facebook and Instagram pages. HSL will support community members in completing the application for FUSD.
- Events to recognize staff for work done and to make them feel recognized as a part of the Gaston family

Specify Professional Development or Staff Services to support EL students:

- Professional Learning from both within and from outside vendors around Cultural Proficiency
- Professional Learning texts on PLCs (supports creating high quality instruction as a team)

Specify Professional Development or Staff Services to support low-performing student groups:

- Professional Learning from both within and from outside vendors around Cultural Proficiency
- Professional Learning texts on PLCs (supports creating high quality instruction as a team)

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0575 Gaston B. Rutherford 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	Direct-Food			Food Service Catering	3,000.00

\$3,000.00

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	✓		89.58 %	2021-2022	90.58 %

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
91%

Parent Survey - Family Engagement

Every year a main focus of the school is communication with families and family engagement. This year, family engagement has looked different as we were not able to have some of our traditional parent events due to COVID restrictions. We continue to use the Gaston Hotline for regular communication with parents via phone and text messaging. We also use our social media platforms (Facebook and Instagram) and our Gaston website for regular parent communication. This communication has resulted in high attendance rates and increases in student achievement on iReady assessments.

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

Family Goal - Site Defined
91%

Parent Survey - Family Engagement

Main factors that contributed to disproportionality:

- COVID restrictions regarding parents and guests on campus
- Not all families comfortable with coming to campus for meetings.

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).

This year plans continued to shift as COVID regulations changed resulting in traditional parent events being adjusted and re-imagined to align with current local requirements. This was a goal that was called out differently in the 2021 - 2022 SPSA even though data around the Parent Survey was and is used to inform the work done with parents. The main difference that had occurred with this year's actions around parent engagement is that there was a targeted approach in reaching parents through home visits, regular School Messengers, direct phone calls and text messages, etc. due to the pandemic and restrictions. Creating an even higher level of parent engagement was essential to ensure student success. There were no actual major differences in budget expenditures, funds were spent on HSL as planned along with mileage for travel of HSL and NTAs to homes. Funds were not spent at parent meetings as they were all held virtually, so funds were used for parent incentives instead (i.e. Gaston Coffee cups, Sweatshirts, etc.)

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 2022-23 SPSA.

The major change for the 2022 - 2023 SPSA when compared to the 2021 - 2022 SPSA is that there will be a continued deep focus on regular two way communication with parents. Funds will also be spent on more targeted parent courses in which parents can learn how to navigate platforms like Microsoft Teams, ATLAS, etc. Also parent sessions to increase community engagement and involvement in the school.

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:

Over the course of the year the SSC Team requested the following to support instruction as a part of Goal 5:

- Access to a Home School Liaison
- Increased parent coffee hours / meetings
- Opportunities for parents to be a part of what is happening at the school site
- Opportunities for community partners to work with students

2 ELAC:

Parents requested adding more ELD classes that could support students that are not new arrivals.

Parents requested information and training on how to support students in all content areas - content specific information.

Parents concerned with crosswalk safety.

Parents requested an increase in communication between teachers and families to support students.

Parents requested training to support students with strategies, ie. coffee hour.

Parents requested that teachers use more visuals in class to support students.

Parents requested that students be involved in more group projects (limited this year due to COVID).

Parents requested site or district support for non-English speaking parents to connect with site and support students at home.

Parents requested ongoing professional learning regarding ELD standards, supports and strategies.

3 Staff:

Monthly ILT meetings where data was reviewed.

February 2022 - Microsoft Forms survey gathering feedback from staff for SPSA:

- Access to a Home School Liaison for calls and home visits in home language of families.
- Parent conference time built into the schedule during the school year.

Action 1

Title: Increase Parent/Family Involvement

[Action Details:](#)

Action details to increase Parent/Family Involvement will include but limited to:

- Parent Portal
- Edutext
- Parent University
- Communication with parents - using various communication platforms; school messenger, site website, social media
- Home School Liaison to communicate in both languages (English/Spanish) to support and connect with families - Home Visits, TST, IEPs, 504s, parent conferences, re-entry meetings, etc.
- Coordinate communication between teachers and non-English speaking parents to increase communication between staff and families.
- Increasing parental involvement SSC, ELAC, DAC, LCAP meetings, and Parent Coffee Hour
- Title I funds attached to Parent Involvement – minimum of 1%

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

- Attendance
- Misbehaviors/Suspensions
- Grades
- Parent Attendance at site events/meetings

Owner(s):

Parents, Teachers, ILT, ACs, Admin, Office Staff,
Support Staff

Timeline:

August 2022 - June 2023

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **Student Academics:**
 - Parent meetings to review content and ELD strategies
 - ELAC, SSC, Parent Coffee Hour (not limited to materials and supplies)
- **Student Centered and Real-World Learning:**
 - Open house, Back to School night, community events.
 - Black History Month Performance
- **Student Engagement:**
 - Parent meetings to increase community engagement
 - Sports, performances, community events (County Guidelines permitting).
 - Black History Month Performance
- The Home School Liaison (HSL) will provide the following to families:
 - Home visits to:
 - build relationships and determine family needs (items delivered i.e. laptops. etc.)
 - find students / families that teachers have not been able to reach
 - support teachers who are trying to reach families
 - Facilitate parent meetings and training
 - Strengthening connections that parents feel with school to foster regular two-way communication
 - Provide training on specific topics based on parent requests and need
 - Will work with families directly on site by fielding and making calls
- HSL will need access to materials to support parent meets (i.e. food, books, copies of materials, parent t-shirts, etc.)
- HSL will support families and community members in applying for open positions at the school in order to increase community ownership and representation to fill open positions at the school.

Specify Direct Service and Opportunities for parents and families to support EL students:

- ELPAC
- English Learner plan
- Designated and Integrated ELD
- California ELD Standards

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

HSL and TST Team to work directly with Fresno Street Saints and community partners determine needs to families and find resources to support beyond the realm of the school.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0575 Gaston B. Rutherford 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	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	HSL work: home visits, coffee hours, parent communication **cannot use for translation of mandatory items (i.e., ELAC & IEP)	55,536.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and Supplies to support parent meetings / involvement	5,174.00

\$60,710.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0575 Gaston B. Rutherford Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers to tutor students after school. ** No IEPs.	9,285.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology and tech equipment	16,376.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated substitutes to support teacher planning, conferences, etc.	9,643.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts to support teacher planning: summer / winter	9,904.00
G1A1	Sup & Conc	Instruction	Travel			PL Conferences - CADA, CAHPERDS, etc.	4,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Extra Ricoh Copy Machines	15,000.00
G1A1	One-time School	Instruction	Bks & Ref			Professional Learning Books and site licenses (Nearpod Library, Padlet, Gizmos)	10,000.00
G1A1	One-time School	Instruction	Bks & Ref			: Books to improve literacy	10,000.00
G1A1	One-time School	Instruction	Nc-Equipment			: More computers to support instruction	46,598.00
G1A2	Sup & Conc	Instruction	Direct-Maint			General & Tech Maintenance	10,000.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra time to support parent meetings & involvement	4,879.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buyout for ELD	10,928.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	8,294.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support EL Learners	15,071.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Laptops / Technology to support instruction	27,468.00
G1A3	LCFF: EL	Instruction	Direct-Graph			Graphics - EL Learners	1,803.00
G1A4	One-time School	Instruction	Cons Svc/Oth			To be Determined : Professional Development to support Cultural Proficiency / African American & Latino Studies PL	20,000.00
G1A5	Sup & Conc	Separate Classes: Special Educati	Teacher-Regu	Teacher, Middle School	0.1250	Prep buyout for Felicia Burrell (ALPS)	10,928.00
G2A1	One-time School	Instruction	Nc-Equipment			: Technology for Electives Courses: Music, Foreign Language, VAPA	10,000.00
G2A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Vocational Education	0.7000	Additional Certificated FTE to support Tier 1	91,406.00
G2A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buyout for Women's Alliance	10,928.00
G2A3	Sup & Conc	Instruction	Direct Trans			Transportation	6,000.00
G2A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Vocational Education	0.3000	Additional Certificated FTE to support Tier 1	39,174.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials & supplies to support instruction: i.e. paper, school supplies, student incentives, Bengal Block parties, etc.	80,618.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	13,556.00
G3A1	One-time School	Instruction	Mat & Supp			: Materials and supplies to build school culture & climate **No food or incentives**	5,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	1,000.00
G3A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Classified supplemental contracts (Student Shadow	5,232.00

G3A2		Other Pupil Services	Oth Cls-Supp		Support)	5,222.00
G4A1	Sup & Conc	Instruction	Direct-Food		Food Service Catering	3,000.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	HSL work: home visits, coffee hours, parent communication **cannot use for translation of mandatory items (i.e., ELAC & IEP)
G5A1	LCFF: EL	Parent Participation	Mat & Supp		Materials and Supplies to support parent meetings / involvement	5,174.00
						\$566,801.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$86,076.00
Sup & Conc	7090	\$271,215.00
LCFF: EL	7091	\$107,912.00
One-time School	7099	\$101,598.00
Grand Total		\$566,801.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$240,177.00	
G2 - Expand student-centered and real-world learning experiences	\$157,508.00	
G3 - Increase student engagement in their school and community	\$105,406.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$3,000.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$60,710.00	
Grand Total		\$566,801.00