

Fort Miller Middle

10621666057293

Principal's Name: Abraham Olivares

Principal's Signature: 
Abraham Olivares (May 19, 2022 07:19 PDT)

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

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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

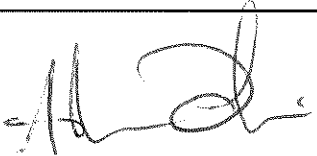
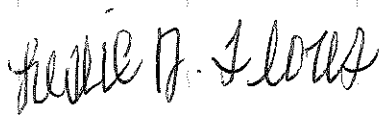
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 - Abraham Olivares	X				
2. Chairperson - Leslie Flores		X			
3. Jaime Schäffer-Harless		X			
4. Courtney Smith		X			
5. Avelina Sandoval-Ayala			X		
6. Patricia Guzman			X		
7. Armando Alvarez				X	
8. Adam Powell				X	
9. Elijah Rodriguez					X
10. Keonna Davis					X
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date <u>11/09/2021</u> .

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	Abraham Olivares		05/19/2022
SSC Chairperson	Leslie Flores		05/19/2022

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

Fort Miller - 0170

ON-SITE ALLOCATION

3010	Title I	\$66,402 *
7090	LCFF Supplemental & Concentration	\$208,530
7091	LCFF for English Learners	\$48,504
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$78,116</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$401,552

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$2,576
Remaining Title I funds are at the discretion of the School Site Council	<u>\$63,826</u>
Total Title I Allocation	\$66,402

Fort Miller 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			6.31 %	2020-2021	8 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		14.49 %	2021-2022	20 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		5.76 %	2021-2022	10 %

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/Literacy

i-Ready continues to be the tool used in measuring outcomes for ELA/Literacy. We provided professional learning (PL) in AMD strategies and other instructional items to build the capacity of our staff. Due to limited PLC and meeting time for 2021-22, we were not able to make significant progress in support of our PLC structures as outlined in this action.

The use of our Bi-Lingual Instructional Aid has been very impactful as reported by our Teachers. It has allowed a consistent level of support for our EL students.

Due to the impacts of the school year from COVID and learning loss, we will continue to find opportunities to make progress on the items in Action 1, and make some changes for the coming school year.

Action 2: Math

i-Ready continues to be the tool used in measuring outcomes for Math. We have used a variety of online programs, in addition to i-Ready, to help our students make progress in Math. Teachers have provided

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

Per the California state dashboard, low-performing student groups at Fort Miller include:

- African American for ELA, Math, Chronic Absenteeism, Suspensions
- White for Chronic Absenteeism
- English Learners (EL) for Math and Suspension

Resource inequities have included targeted supports for these student groups, and lack of time due to staff shortages and leaves from COVID, as well as poor student attendance.

feedback and we will be making adjustments as needed to our online resources.
Due to limited PLC and meeting time for 2021-22, we were not able to make significant progress in support of our PLC structures as outlined in this action.

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).

Fort Miller intended to provide Professional Learning (PL) opportunities, specifically on AMD. Our PL time has been limited due to the challenges faced with COVID during the 2021-22 school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Fort Miller will not longer continue with AMD. The changes can be found in Goal 1, Action 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:

No additional feedback

2 ELAC:

ELAC input provided through SSC

3 Staff:

.No additional feedback

Action 1

Title: Literacy

Action Details:

Fort Miller will implement the following actions toward achieving success with this goal:

- Staff will use i-Ready diagnostic and SBAC/CAASPP data alongside CFAs and other assessments (formative and summative) toward enhancing and utilizing intervention and differentiation strategies
- Staff will use the following, but not limited to, i-Ready Teacher Toolkit, Brain Pop, SORA, Nearpod, NewsELA, Scholastic, Grammarly, Quill, SHEG, Classroom Manager, Snap & Read, Scholastic etc. to continue supporting Literacy
- ILT will develop and implement a school-wide instructional plan to increase student literacy skills
- Teachers will engage in professional learning on research-based instructional strategies targeting our low-performing student groups.
- Teachers will update grade books weekly

- Professional Learning Communities (PLC) will plan Common Formative Assessments (CFA) for review and establishment of essential skills/standards
- Staff will participate in quarterly data chats toward specific goals for the year (professional learning (PL) opportunities, focus on student groups, etc.)
- Fund a 6-hour Bilingual Instructional Aide (BIA) to support our English Language Learners
- .6 FTE will be added to support the funding of prep buyouts including elective opportunities and academic intervention class sections.
- Co-teaching will allow our Special Education students access to the content standards
- English Language Learners will receive instruction from a comprehensive program that will focus on all stages of language acquisition and academic development utilizing the ELD standards and the ELD Framework with an emphasis on re-designation and proficiency levels on ELPAC as well as regular CFAs
- Staff, Academic Counselors (AC), and Administration will utilize desegregated data from various Power BI tools to ensure there is specific attention to student groups outlined by ATSI (Additional Targeted Support and Improvement) status: African American students
- Lunch-time interventions available to students
- Additional PLC contracts to include all departments/subject areas in ILT
- Addition of Teaching-Fellows to assist in academic interventions
- Planning days for grade-level, subject area PLCs to meet
- Utilize an Intervention level course for our struggling learners in ELA

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

- i-Ready (Reading) data as screener and diagnostic for SBAC/CAASPP preparation

Owner(s):

Principal/VP's/GLA/Academic Counselors
Teachers
ILT

Timeline:

- September 19
- December 16
- March 24

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

- D and F reports from ATLAS (with specific attention to AA student group)

Owner(s):

Principal/Academic Counselors

Timeline:

Weekly

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

- Gradebook reports from ATLAS ("Gradebook Last Updated")

Owner(s):

Principal/VP's/GLA

Timeline:

Weekly

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

- Quarterly Data Chats

Owner(s):

Teachers with designated Admin

Timeline:

- Starts on October 11, 2022
- Starts on January 9, 2023
- Starts on March 20, 2023

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

- Walk-through data

Owner(s):

Administration

Timeline:

Ongoing

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

- State assessment data
 - CAASPP/SBAC
 - CAST
 - ELPAC (EL)

Owner(s):

Administration
Teachers

Timeline:

Ongoing

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

- Computers to access instructional resources and assessments
- Nearpod, i-Ready, and other(s) will directly support EL, SPED, and low achieving students by providing:
 - Concise assessment data
 - Suggestions to teachers for a lesson designed to meet student-specific needs
 - Self-monitoring by students to keep track of their progress
 - High-quality engagement activities and lessons to improve student motivation
- Office 365 Teams will be utilized to collect work samples to analyze student growth and weaknesses in order to align instruction to meet the individual needs of all students.
- Projectors will be used to enhance instructional delivery.
- Enrichment field trips

Specify enhanced services for EL students:

Supplemental contracts for extended literacy opportunities for students in the following areas:

- Peer Tutoring
- Visual aids and manipulatives
- Use of graphic organizers
- Supplemental contracts for extended learning opportunities

Specify enhanced services for low-performing student groups:

Supplemental contracts for mentoring opportunities

Partnering with the African American Academic Acceleration program to bring motivational and tutoring services on campus for AA students struggling in ELA and Math

Partnering with the FUSD EL Services department to bring professional learning opportunities focused on strategies for English Language Learners to improve literacy.

Partnering with FUSD Equity and Access department to monitor data.

Enhanced technology will give Special Education students practice using software tools to access the curriculum such as editing, highlighting, annotating, and speech-to-text software (Snap and Read).

Access to equipment and software- i-Ready and Nearpod. To track students' data and implement student-paced learning. Both EL and students struggling with literacy will benefit from the enhanced assessment tools and the delivery of lesson suggestions found in both softwares.

Focus on research-based strategies to support individual student needs.

PL conferences will help staff align a streamlined social-emotional learning system that meets the needs of Tier III students by providing strategies for intensive SEL curriculum and structures for slow release.

Action 2

Title: Math

Action Details:

Fort Miller will implement the following actions toward achieving success with this goal:

- Staff will use i-Ready diagnostic and SBAC/CAASPP data alongside CFAs and other assessments (formative and summative) toward enhancing and utilizing intervention and differentiation strategies
- Staff will use the following, but not limited to, i-Ready Teacher Toolkit, Brain Pop, SORA, Nearpod, NewsELA, Scholastic, Grammarly, Quill, SHEG, Classroom Manager, Snap & Read, Scholastic etc. to continue supporting Literacy
- ILT will develop and implement a school-wide instructional plan to increase student literacy skills
- All staff will make writing instruction and support a priority across the curriculum.
- Teachers will engage in professional learning on research-based instructional strategies targeting our low-performing student groups.
- Teachers will update grade books weekly
- Professional Learning Communities (PLC) will plan Common Formative Assessments (CFA) for review and establishment of essential skills/standards
- Staff will participate in quarterly data chats toward specific goals for the year (professional learning (PL) opportunities, focus on student groups, etc.)
- Fund a 6-hour Bilingual Instructional Aide (BIA) to support our English Language Learners
- .6 FTE will be added to support the funding of prep buyouts including elective opportunities and academic intervention class sections.
- Co-teaching will allow our Special Education students access to the content standards
- English Language Learners will receive instruction from a comprehensive program that will focus on all stages of language acquisition and academic development utilizing the ELD standards and the ELD Framework with an emphasis on re-designation and proficiency levels on ELPAC as well as regular CFAs
- Staff, Academic Counselors (AC), and Administration will utilize desegregated data from various Power BI tools to ensure there is specific attention to student groups outlined by ATSI (Additional Targeted Support and Improvement) status: African American students
- Lunch-time interventions available to students
- Addition of Teaching-Fellows to assist in academic interventions
- Planning days for grade-level, subject area PLCs to meet
- Utilize an Intervention level course for our struggling learners in Math

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

- i-Ready (Math) data as screener and diagnostic for SBAC/CAASPP preparation

Owner(s):

Principal/MP's/GLA
Teachers
ILT

Timeline:

- September 6
- December 16
- March 24

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

- D and F reports from ATLAS

Owner(s):

Principal
Academic Counselors

Timeline:

Weekly

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

- Gradebook reports from ATLAS ("Gradebook Last Updated")

Owner(s):

Principal/MP's/GLA

Timeline:

- Every other week starting on September 6, 2022

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

- Data from Quarterly Data Chats (see above)
 - Emphasis on CFA development and use

Owner(s):

Teachers with designated Admin

Timeline:

- Starts on October 11
- Starts on January 11
- Starts on March 20

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

- Walk-through data

Owner(s):

Administration

Timeline:

Ongoing

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

- State assessment data
 - CAASPP/SBAC
 - CAST
 - ELPAC

Owner(s):

- Administration
- Teachers

Timeline:

Ongoing

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

- Computers to access instructional resources and assessments
- Nearpod, i-Ready, and other(s) will directly support EL, SPED, and low achieving students by providing:
 - Concise assessment data
 - Suggestions to teachers for a lesson designed to meet student-specific needs
 - Self-monitoring by students to keep track of their progress
 - High-quality engagement activities and lessons to improve student motivation
- Office 365 Teams will be utilized to collect work samples to analyze student growth and weaknesses in order to align instruction to meet the individual needs of all students.
- Projectors will be used to enhance instructional delivery.
- Enrichment field trips

Specify enhanced services for EL students:

- Visual aides and use of graphic organizers
- Cooperative groupings for EL students
- Computers
- Lower class size will enable teachers to address students not meeting standards by providing instructional support and or tutoring.

Specify enhanced services for low-performing student groups:

We will use the new technology to allow SPED students access to the curriculum with the ability to design grade-level scaffolded activities that will help them meet their IEP, district, and state goals.

Technology will allow EL students to listen to lessons at their pace and receive structured step-by-step guidance for all levels of math.

Partnering with the African American Academic Acceleration program to bring motivational and tutoring services on campus for AA students struggling in ELA and Math which will use technology to connect to Kahn Academy and access research sources to improve literacy.

Partnering with the FUSD EL Services department to bring specific professional learning opportunities focused on strategies for English Language Learners to improve literacy.

Partnering with FUSD Equity and Access department for ongoing assessment and Cultural Proficiency learning.

Enhanced technology will give SPED students practice using software tools to access the curriculum such as editing, highlighting, annotating, and speech-to-text software (such as Snap and Read etc).

Access to equipment and software- i-Ready and Nearpod. To track students' data and implement student-paced learning. Both EL and students struggling with literacy will benefit from the enhanced assessment tools and the delivery of lesson suggestions found in both softwares.

Flexible grouping as needed to deepen and extend learning.

Small group tutorial through the Library After School Tutorial Program. Focus on research-based strategies to support individual student needs. Utilizing Khan Academy for additional support in Math.

Academic Center - with Academic Counselor daily at lunch.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (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			Additional PLC Contract (+G2A1, G3A1, G4A1) **No IEPs**	2,754.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	BIA to support ELLs (+G1A2, G2A1, G2A2, G3A1, G3A2, G3A3)	14,110.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Mentorship and Advisors for on campus programs (A4)	3,116.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Online Subscriptions for EL students (+G1A2) and literacy support and Online subscriptions including, but not limited to, (+G1A2, G2A1, G3A1, G3A2, G3A3)(Funds also in 7099)	7,688.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology for students (+G1A2)	12,124.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows (+G1A2, G3A1, G3A2, G3A3)	24,034.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.5500	TSA support (+G1A2, G2A1, G2A2, G3A1, G3A2, G3A3) Moved to 0116,7090,7091 - SV	61,274.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Mentorship and Advisors for on campus programs i.e., A4 (+G1A2, G2A1, G2A2, G2A3)	6,040.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom and Office supplies, Student Incentives, Climate and Culture, Staff PL (+G1A2, G2A1, G2A2, G2A3, G3A1, G3A2, G3A3, G4A1)	21,249.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Poster Maker (+G1A2, G2A1, G2A2, G3A1, G5A1)	8,862.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Supports (+G1A2, G2A1, G2A2, G3A1, G3A2, G3A3, G4A1, G5A1)	1,200.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair (+G1A2)	500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Student and teacher tech repair, supports all goals	500.00
G1A1	Sup & Conc	Food Services	Direct-Food			Snack for testing (+G1A2)	500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.0500	TSA support (+G1A2, G2A1, G2A2, G3A1, G3A2, G3A3) Moved to 0116,7090,7091 - SV	5,569.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	1,857.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies of EL students (+G3A1)	2,361.00
G1A1	One-time School	Instruction	Teacher-Subs			Subs for Teacher planning days (+G1A2)	15,671.00
G1A1	One-time School	Instruction	Bks & Ref			Online subscriptions including, but not limited to, (+G1A2, G2A1, G3A1, G3A2,	35,000.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Bks & Ref			G3A3)	35,000.00
G1A1	One-time School	Instruction	Mat & Supp			: Classroom and Office supplies, Student Incentives, Climate and Culture, Staff PL (+G1A2, G2A1, G2A2, G2A3, G3A1, G3A2, G3A3, G4A1) **No food or incentives**	7,759.00
G1A1	One-time School	Instruction	Direct-Graph			Graphics for classrooms and school-wide expectations (+G1A2, G2A1)	2,000.00

\$234,168.00

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	✓		77.43 %	2021-2022	80 %

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.

Budgeted instructional materials have been utilized throughout all content areas.

Professional Learning (PL) has been limited in the 2021-22 school year due to COVID, which has limited our ability to engage in training for our staff to build their capacity to expand student centered and real-world learning experiences.

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

Per the California state dashboard, low-performing student groups at Fort Miller include:

- African American for ELA, Math, Chronic Absenteeism, Suspensions
- White for Chronic Absenteeism
- English Learners (EL) for Math and Suspension

Resource inequities have included targeted supports for these student groups, and lack of time due to staff shortages and leaves from COVID, as well as poor student attendance.

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).

Fort Miller intended to provide Professional Learning (PL) opportunities, specifically on AVID. Our PL time has been limited due to the challenges faced with COVID during the 2021-22 school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Fort Miller will receive an additional Academic Counselor with a focus on transitions from elementary to middle school, and middle school to high school. Fort Miller will be doing more frequent goal setting with students and develop a 6-year plan.

Changes can be found in Goal 2, Action 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:

No additional feedback

2 ELAC:

ELAc feedback given through SSC

3 Staff:

Changes from staff will include specific professional learning opportunities that focus on creating student-centered learning experiences and additional trauma-informed PL

Action 1

Title: Student-Centered Learning

Action Details:

Fort Miller will implement the following actions toward achieving success with this goal:

- Staff will utilize the district's Guaranteed Viable Curriculum (GVC) and other instruction resources
- Staff will engage in professional learning on the implementation of student-centered instructional strategies.
- PLC's will plan instructional opportunities for students to engage in meaningful learning tasks that connect to real-world experiences.
- Addition of mounted projector, auto-retractable screen, and speakers in the gym to allow for learning opportunities during Physical Education

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

Professional learning opportunities

Owner(s):

Administration, ILT

Timeline:

Ongoing

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

CFA and lesson artifacts

Owner(s):

Administration, ILT

Timeline:

Ongoing

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

- Utilizing laptops etc. to assure students have access to any necessary learning materials.
- On-going professional learning opportunities that highlight the use of student-centered instructional approaches.

Specify enhanced services for EL students:

- Families can express interest in learning about EL strategies through opportunities for two-way communication and feedback.
- EL strategies will be used and called out during engagement opportunities.

Specify enhanced services for low-performing student groups:

- Data collection will be disaggregated in order to strategically focus on underrepresented student groups and families of underrepresented student groups and their students.
- Strategies will be used and called out during engagement opportunities.

Action 2

Title: College and Career Readiness

Action Details:

Fort Miller will implement the following actions toward achieving success with this goal:

- All staff will engage in professional learning on Cultural Proficiency to promote and sustain best practices for cultivating a learning organization that supports diversity, equity, and inclusion.
- Increase the number of students that are High School Ready (Attendance, Grades, Behavior)
- Utilize Xello.
- Weekly D and F messenger to families.
- Provide progress reports to parents/students.
- Students will receive academic and SEL supports based on individual needs.
- Provide students with on-going real-world experiences to increase their awareness and breadth to connect classroom learning to determine the best opportunities for high school pathways for the duration of their educational career with FUSD.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Xello matchmaker reports

Owner(s):

Academic Counselors

Timeline:

Per semester

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

- Xello Career Matchmaker.
- Transportation costs for field trips.

Specify enhanced services for EL students:

The EL student population will be provided additional support within a smaller pull out groups to ensure understanding of Xello options.

Specify enhanced services for low-performing student groups:

Academic Counselors will work with all low-performing students to set academic goals for each quarter.

As part of the multitiered system of support at Fort Miller, all students will receive academic and SEL supports based on specific needs.

Students will receive appropriate grade-level and individual supports.

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	✓		61.01 %	2021-2022	50 %
Section Attendance - Semester 1 - percentage of students with 90% and above			29.72 %	2021-2022	30.32 %
Suspension Rate - Semester 1	✓		20.44 %	2021-2022	15 %

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: Student Connectedness

- Field trips, connection activities, and privilege days (incentives) have been limited due to COVID

Action 2: Chronic Absenteeism

- The increase of our Child Welfare and Attendance (CWA) Specialist from a 6-hour to an 8-hour employee has allowed for a focus on our chronically absent students.
- COVID has impacted our Chronic Absenteeism rate

Action 3: Suspension Rate

- Fort Miller continues utilize its Multi-Tiered System of Supports (MTSS)
- Supplemental SEL curriculum (Ripples) has allowed for us to target specific misbehaviors

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

Per the California state dashboard, low-performing student groups at Fort Miller included in Goal 3 include:

- Chronic Absenteeism: African American, White
- Suspensions: African American

Resource inequities have primarily been attributed to COVID and learning loss.

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).

We had planned for more field trips for students and connection activities, but COVID halted many of these items.

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.

More intentional focuses will be made to address Chronic Absenteeism. A site-based multi-tiered approach will be developed and implemented.
Changes can be found in Goal 3 Actions 1, 2, and 3.

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:	2 ELAC:	3 Staff:
No additional feedback.	ELAC feedback given through SSC.	No additional feedback.

Action 1

Title: Student Connectedness and Engagement

[Action Details:](#)

Fort Miller will implement the following actions toward achieving success with this goal:

- Providing supplies and materials for various clubs and opportunities for students, including but not limited to WEB, Student Leadership, etc.
- Utilize the SEL curriculum provided by FUSD's DPI department along with supplemental SEL curriculum (site determined).
- Providing additional supplemental pay for increasing and supporting student engagement.
 - Emphasis on increasing engagement for all students, in addition to targeted student groups
- Incentives such as Lunch Time Activities, Student of the Month, Quarterly Awards, Family Engagement opportunities, ELAC, SSC.
- School Signage will promote the Falcon Strong and High-Quality Institute in high traffic areas on campus
- Multi-media equipment will be purchased for the cafeteria and gym to enhance student performances and club activities
- Supplies and materials needed for student support during lunchtime activities and after-school clubs.
- Supplies, equipment, materials needed for sports.
- Transportation funding needed for instructional trips, college trips, incentive events, and or Saturday or late buses as needed.
- Incoming 7th graders will visit the campus in the Fall and Academic Counselors will visit elementary campuses in the Spring.
- Student awards assemblies to recognize students for grades, attendance, pro-social behaviors
- School-wide motivational messages will display Learner Profile traits, this will be highlighted during daily announcements and infused into Fort Miller culture.
- Monthly certificates for displaying specific Falcon STRONG Profile Traits
- School rallies, dances, and student choice rooms will be held quarterly for students with a 2.0 GPA and no suspensions.
- Supplemental support for privilege day to ensure all students are engaged at a high level throughout each quarter to ensure maximum amounts of students can participate during privilege day.
- Provide advisors to support our focused student groups outline by district indicators.
- Climate and Culture Director and assistant(s) to attend the CADA conference for additional professional learning opportunities
- Addition of Teaching-Fellows to assist interventions

- Brand the school with Fort Miller, Falcon STRONG, CHAMPs
- Find opportunities to beautify the campus and provide safety upgrades

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](#)

Targeted Support Team (TST)

[Owner\(s\):](#)

Administration, TST Members

[Timeline:](#)

Ongoing

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Privilege List (eligibility criteria)

[Owner\(s\):](#)

Academic Counselor, Athletic Director, VP

[Timeline:](#)

Ongoing

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Student Engagements in Athletics and Clubs

[Owner\(s\):](#)

Athletic Director, Climate and Culture Director

[Timeline:](#)

Ongoing

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

FUSD Climate and Culture Survey

[Owner\(s\):](#)

Administration, Climate and Culture Team (CCT)

[Timeline:](#)

Fall and Spring Surveys

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

- Supplies and equipment for athletics.
- Transportation funding needed for instructional trips, college trips, and incentive events
- Transportation of incoming 7th graders will visit the campus
- Student awards assemblies
- School rallies, dances, and events
- Privilege days to incentivize grades, attendance, behavior

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

Active recruitment to encourage EL students to get involved in activities

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

Mentorship opportunities to connect with low-performing student groups.

Action 2

Title: Chronic Absenteeism

[Action Details:](#)

Fort Miller will implement the following actions toward achieving success with this goal:

- Continue to develop a unified multi-tiered system of interventions for attendance.
- Continue to provide/fund a Child Welfare and Attendance (CWA) Specialist to support attendance outreach.
- Utilize our School Social Worker (SSW), Resource Counselor Assistant (RCA), Intervention Specialist, and Child Welfare Attendance (CWA) to leverage the amount of support to encourage improved students attendance

- Tiered systems of support for attendance which will include supports by our attendance clerk that will support the needs of all students and the Child Welfare Attendance (CWA) Specialist who will extend targeted interventions for those who are identified as chronically absent.
 - Tier 1 students who reach three absences will be contacted by DPI via letter to contact the school Attendance Clerk to verify absences.
 - Attendance Clerk/Office Assistant, CWAS and CWA will contact Tier 1 students to verify absences via phone or home visit.
 - Tier 2 students, students who have been identified as Habitually Truant or Chronically Absent with six or more absences will be contacted by DPI or Child Welfare Specialist and will be required to meet with Attendance Clerk and Administration to create an action plan contract to improve attendance. Unexcused absences cannot be cleared after the DPI letter is mailed.
 - Tier 3 students who have been identified as severely chronically absent and are in the midst of the SART/SARB process will be contacted by DPI via letter and will be required to meet with SART/SARB.
- Continue to fund key attendance programs and activities that provide parents with pivotal information regarding attendance and strategies to support the improvement of attendance.
- Hold regularly scheduled site-based parent attendance conferences with appropriate school personnel in order to:
 - Create improved parent understanding of the direct correlation between regular attendance and academic success
 - Facilitate improved parent knowledge of proven strategies for student success
 - Assist parents with practical strategies to improve student attendance
 - Decrease barriers impeding regular school attendance and therefore limiting academic achievement increase accessibility of student engagement activities by understanding the barriers that are preventing student participation/attendance in student engagement activities.
- Increasing targeted communication measures to all identified student groups and their parents through measures to include but not be limited to:
 - Edutext
 - FUSD Parent Portal
 - Weekly School Messenger
 - Monthly Family Information Newsletter
 - Weekly video announcements posted to Fort Miller website and Facebook
- Continuing to provide and/or develop the necessary protocols/procedures/structures to provide incentives and host recognition events.
- Incentives for students with good/perfect attendance rates

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](#)
 Chronic Absentee Rate (Power BI - Data visualization tool)

[Owner\(s\):](#)
 Administration, CWA

[Timeline:](#)
 Ongoing

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)
 ATLAS Attendance Reports

[Owner\(s\):](#)
 Administration, CWA, Attendance Clerk

[Timeline:](#)
 Daily

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

- Tier 2 and Tier 3 students will receive on-going notification of their attendance and meetings with DPI and Site Administration.
- Students who are identified as Tier 1 and 2 will participate in an attendance compact.

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

- Parents of EL students will be given attendance notification in Spanish and Hmong.
- Attendance meetings will be held in English and Spanish for parents of EL students.

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

- With the hire of CWA and the use of RCA, there will be additional home visits and SEL supports that will be used to encourage our students to be at a school.
- Developing a culture on campus by branding, purchase of a mascot, Falcon tunnel, and having a quarterly incentive for all students to attend a game.

- Mentorship opportunities
- Encouraging students to become a part of a club.

Action 3

Title: Suspension Rate

Action Details:

Fort Miller will implement the following actions toward achieving success with this goal:

- Fort Miller School will create a multi-tiered system of supports to address misbehaviors and social-emotional well-being for students as a way of developing positive school culture that aligns with the school-wide learner outcomes known as Falcon STRONG.
 - Tier 1 services will focus on the school-wide development of The Falcon Way and the consistency of communication and implementation of social-emotional initiatives developed through Fort Miller's Climate and Culture team along with the curriculum developed for Advisory or SEL learning by departments.
 - Through the use of data and teacher input, students in need of Tier 2 and 3 supports will receive escalated, targeted interventions with an emphasis on mediating behavior and the restoration of the learning process and environment.
 - Implementation of interventions suggested by TST
 - Use the Discipline Guidelines to streamline behavior levels and consequences.
- Tiered supports will also include services provided by our School Social Worker, On-Site Counselor for our TSA to our SPED population, Assistant to the Counselor utilizing peer mediation strategies and Culturally Proficient, Character Strong (SEL), Ripples Curriculum, and CHAMPS classroom strategies.
- Students will be required to participate in restorative conversations when conflict arises and upon re-entry from suspension. Success meetings will occur when students return from suspension.
- Intentional strategies will be put into place with individual students to support a positive change in their behavior including the purchase and use of Ripples.
- Leveraging current personnel resources including but not limited to the use of Social-Emotional support staff to continue to increase student feelings of school and peer connectedness as well as overall emotional health and well-being
- Utilizing a behavior Transition Room to provide supports such as academic intervention, SEL learning.
- Supplemental contracts for mentoring opportunities and additional supervision
- Additional prep buyouts to allow for reduced classroom sizing and additional opportunities for students

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

Suspension/Misbehavior data (ATLAS & Power BI) will indicate the effectiveness of Tier I and II responses, interventions and supports

Owner(s):

Administration, Targeted Support Team (TST)

Timeline:

Ongoing

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

Transition room referrals (recorded numbers) will indicate the actual number of students needing support.

Owner(s):

Administration, TST, Transition Teacher

Timeline:

Ongoing

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

Supplies and materials needed for student support during lunch time activities and school clubs

Supplies, equipment, materials needed for sports.

Transportation funding needed for instructional trips and incentive events

Specify enhanced services for EL students:

- Bilingual Office Assistant and Home School Liason will assist in communication with EL families. BIA position to assist with EL student needs in the classroom

Specify enhanced services for low-performing student groups:

SEL curriculum, peer mediation, and CHAMPs will decrease Tier 1 and 2 teacher referrals for discipline and increase student engagements. Some ideas may include, but are not limited to the branding of our school site and targetting tier III students to be connected to a club, mentorship program, and/or mentorships. When growth is seen a sustained there will be incentives for students.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (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			: Safety supplies, i.e., radios, cross-walk, etc. (+G1A3)	3,004.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Campus beautification (+G2A1) 1	3,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			: Facilities maintainance and upgrades (+G1A1, G1A2, G2A1)	1,000.00
G3A1	One-time School	Instruction	Cons Svc/Oth			Pro-Screen : School branding (+G3A2, G3A3)	2,343.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage reimbursement for HSL (Title I Parent Involvement) and CWA Mileage Reimbursement (+G1A1, G1A2, G2A1, G2A2, G3A1, G3A3, G5A1)- Parent Involvement	1,000.00
G3A2	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, School Office	0.4000	Office Assistant. "G5A1 - OA supports parents with attendance needs".	25,812.00
G3A2	Sup & Conc	Attendance & Social Work Service	ClS Sup-Reg	Specialist, Chd Wel & Attn I	1.0000	CWA (+G1A1, G1A2, G2A1, G2A2, G3A1, G3A3)	75,589.00
G3A2	LCFF: EL	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, School Office	0.6000	Office Assistant. "G5A1 - OA supports parents with attendance needs".	38,717.00

\$150,465.00

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	✓		81.14 %	2021-2022	85 %

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.

Professional Learning has been limited during the 2021-22 school year due to COVID.

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

Limited time due to COVID and learning loss priorities

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).

Professional Learning (PL) has been limited during the 2021-22 school year due to COVID. Fort Miller intended on providing more (PL) to our staff

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.

Changes will be ILT driven site instructional initiatives.
 Changes can be found in Goal 4, Action 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:

2 ELAC:

3 Staff:

No additional feedback

ELAC input provided through SSC

No additional feedback

Action 1

Title: Staff Professional Learning

Action Details:

Fort Miller will implement the following actions towards achieving success with this goal:

- Data sets illustrating Fort Miller's disproportionate outcomes will be provided to staff along with a school survey all staff toward understanding what learning they would like to participate in for the 2022-2023 school year
- Teachers will engage in Professional Learning that includes but is not limited to, English Language Learners, Student-Centered Teaching, Real World Learning, Cultural Proficiency etc.
- Attend external professional learning opportunities to improve practices at Fort Miller
- Increase staff engagement through connection activities and school brading

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](#)

PL Exit Survey Data

Owner(s):

Principal

Timeline:

- Provided at the end of every PL opportunity

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

FUSD Climate & Culture Staff Survey

Owner(s):

Administration

Timeline:

- Provided multiple times in addition to the annual survey

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

- Student Academics:
 - Continued use of the district-adopted standards-based curriculum.
 - Continue to purchase online instructional tools
 - Continue to purchase iReady Teacher Tool Kit, and SEL curriculum
- Student-Centered and Real-World Learning:
 - Provide high-quality professional learning that promotes the use of student-centered instructional strategies
- Student Engagement:
 - Continue to create experiences for students that celebrate the diverse cultures represented at Fort Miller
- Attend Professional Learning opportunities

[Specify Professional Development or Staff Services to support EL students:](#)

- Site-based PL on strategies to support EL students
- Partner with English Learner Services to provide support to staff

[Specify Professional Development or Staff Services to support low-performing student groups:](#)

- Teachers will engage in Professional Learning that includes but is not limited to, English Language Learning, Student-Centered Teaching, Real World Learning, Cultural Proficiency etc.
- Strategies towards supporting low-performing student groups will be used during PL opportunities

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (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	One-time School	Instruction	Nc-Equipment			: Technology for staff (+G1A1, G1A2, G5A1)	5,000.00
G4A1	One-time School	Instruction	Travel			: Professional Learning Conferences and Travel (+G1A1, G1A2, G2A1, G2A2, G3A1, G3A2, G3A3, G4A5)	10,343.00

\$15,343.00

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	✓		82.22 %	2021-2022	85 %

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 Engagement sessions have remained virtual due to COVID. Sessions have had limited attendance from families. Communication to families has increased and has shown to be effective based on views of our posted videos and newsletters.

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

Communication issues, technology issues, transiency with living arrangements

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).

Continue utilizing virtual platforms to increase parent engagement and to track the participation of those engagement sessions.

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.

In-person events will be planned for the 2022-23 school year, with continued virtual events for families. Changes can be seen in G5 A1.

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:

2 ELAC:

3 Staff:

No additional feedback

ELAC input provided through SSC

No additional feedback

Action 1

Title: Family Engagement and Communication

[Action Details:](#)

Fort Miller will implement the following actions towards achieving success with this goal:

- Monthly Family Informational Newsletters (Falcon Family Newsletter)
- Weekly video announcement reviewing school updates
- Weekly School Messenger for announcements
- Monthly live family engagement opportunities (virtual and/or in-person)

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 at Family Engagement opportunities

[Owner\(s\):](#)

Administration

[Timeline:](#)

Ongoing

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Views of newsletters and video announcements

[Owner\(s\):](#)

School Leadership Team

[Timeline:](#)

Ongoing

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

FUSD Family Climate and Culture Survey

[Owner\(s\):](#)

Administration, Climate and Culture Team (CCT)

[Timeline:](#)

Fall and Spring Survey Administrations

[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:
 - Continue to share data with families that include but are not limited to iReady diagnostic results and student connection data.
 - Family participation in engagement opportunities
- Student-Centered and Real-World Learning:
 - Continued use of the district-adopted standards-based curriculum.
 - Continue to purchase online instructional tools
 - Continue to purchase AMD, iReady Teacher Tool Kit, and SEL curriculum
- Student Engagement:

- Continue to create experiences for students that celebrate the diverse cultures represented at Fort Miller

Materials and Supplies needed to support family needs and engagement.

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

- Families can provide interest in learning about EL strategies through opportunities for two-way communication and feedback.
- EL strategies will be used and called out during engagement opportunities.
- All family engagement information and events will have Spanish and Hmong translations available for families to further engage.

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

- Families can provide interest in learning about strategies through opportunities for two-way communication and feedback.
- Data collection will be disaggregated in order to strategically focus on underrepresented student groups and families of underrepresented student groups and their students.
- Strategies will be used and called out during engagement opportunities.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0170 Fort Miller Middle (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Family Engagement **No food or incentives**	1,576.00

\$1,576.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0170 Fort Miller Middle (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Additional PLC Contract (+G2A1, G3A1, G4A1) **No IEPs**	2,754.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	BIA to support ELLs (+G1A2, G2A1, G2A2, G3A1, G3A2, G3A3)	14,110.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Mentorship and Advisors for on campus programs (A4)	3,116.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Online Subscriptions for EL students (+G1A2) and literacy support and Online subscriptions including, but not limited to, (+G1A2, G2A1, G3A1, G3A2, G3A3)(Funds also in 7099)	7,688.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology for students (+G1A2)	12,124.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows (+G1A2, G3A1, G3A2, G3A3)	24,034.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.5500	TSA support (+G1A2, G2A1, G2A2, G3A1, G3A2, G3A3) Moved to 0116,7090,7091 - SV	61,274.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Mentorship and Advisors for on campus programs i.e., A4 (+G1A2, G2A1, G2A2, G2A3)	6,040.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom and Office supplies, Student Incentives, Climate and Culture, Staff PL (+G1A2, G2A1, G2A2, G2A3, G3A1, G3A2, G3A3, G4A1)	21,249.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Poster Maker (+G1A2, G2A1, G2A2, G3A1, G5A1)	8,862.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Supports (+G1A2, G2A1, G2A2, G3A1, G3A2, G3A3, G4A1, G5A1)	1,200.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology repair (+G1A2)	500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Student and teacher tech repair, supports all goals	500.00
G1A1	Sup & Conc	Food Services	Direct-Food			Snack for testing (+G1A2)	500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.0500	TSA support (+G1A2, G2A1, G2A2, G3A1, G3A2, G3A3) Moved to 0116,7090,7091 - SV	5,569.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	1,857.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies of EL students (+G3A1)	2,361.00
G1A1	One-time School	Instruction	Teacher-Subs			Subs for Teacher planning days (+G1A2)	15,671.00
G1A1	One-time School	Instruction	Bks & Ref			Online subscriptions including, but not limited to, (+G1A2, G2A1, G3A1, G3A2, G3A3)	35,000.00
G1A1	One-time School	Instruction	Mat & Supp			: Classroom and Office supplies, Student Incentives, Climate and Culture, Staff PL (+G1A2, G2A1, G2A2, G2A3, G3A1, G3A2, G3A3, G4A1) **No food or incentives**	7,759.00
G1A1	One-time School	Instruction	Direct-Graph			Graphics for classrooms and school-wide expectations (+G1A2, G2A1)	2,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Safety supplies, i.e., radios, cross-walk, etc. (+G1A3)	3,004.00
G3A1		Instruction	Mat & Supp				2,000.00

G3A1	Sup & Conc	Instruction	Mat & Supp			: Campus beautification (+G2A1) 1	3,000.00
G3A1	Sup & Conc	Instruction	Direct-Maint			: Facilities maintainance and upgrades (+G1A1, G1A2, G2A1)	1,000.00
G3A1	One-time School	Instruction	Cons Svc/Oth			Pro-Screen : School branding (+G3A2, G3A3)	2,343.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Local Mileage			Mileage reimbursement for HSL (Title I Parent Involvement) and CWA Mileage Reimbursement (+G1A1, G1A2, G2A1, G2A2, G3A1, G3A3, G5A1)- Parent Involvement	1,000.00
G3A2	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.4000	Office Assistant. "G5A1 - OA supports parents with attendance needs".	25,812.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cl&Tech-Reg	Specialist, Chd Wel & Attn I	1.0000	CWA (+G1A1, G1A2, G2A1, G2A2, G3A1, G3A3)	75,589.00
G3A2	LCFF: EL	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.6000	Office Assistant. "G5A1 - OA supports parents with attendance needs".	38,717.00
G4A1	One-time School	Instruction	Nc-Equipment			: Technology for staff (+G1A1, G1A2, G5A1)	5,000.00
G4A1	One-time School	Instruction	Travel			: Professional Learning Conferences and Travel (+G1A1, G1A2, G2A1, G2A2, G3A1, G3A2, G3A3, G4A5)	10,343.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Family Engagement **No food or incentives**	1,576.00

\$401,552.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$66,402.00
Sup & Conc	7090	\$208,530.00
LCFF: EL	7091	\$48,504.00
One-time School	7099	\$78,116.00
Grand Total		\$401,552.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$234,168.00
G3 - Increase student engagement in their school and community	\$150,465.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$15,343.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,576.00
Grand Total	\$401,552.00