

**2018-2019**  
**School Plan for Student Achievement (SPSA)**

**Arizona Middle School**

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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		<b>CDS Code:</b>	33-66977-6031504

Approved by District Board of Education on March 14, 2019.

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<b>Programs</b>			
This plan represents the coordination of the following resources to support student achievement:			
<b>Federal Programs</b>		<b>State Programs</b>	
N/A	Title I Part A School-wide Program (SWP)	S	School-Based Coordinated Programs
S	Title I Part A Targeted Assistance School (TAS)	D/S	Local Control Funding Formula (LCFF-LI and LCFF-EL)
D	Title I Part A – Services to Homeless Students	D	Special Education
D	Title II, Preparing, Supports Effective Instruction	D	Gifted And Talented Education (GATE)
D	Title III, Language Instruction for English-Learners	D	Expanded Learning Safe Neighborhoods Partnership Program PrimeTime/HalfTime
D	Title III, Immigrant Students		
<b>Other plans that are coordinated in this plan include:</b>			
D	Local Education Agency Plan (LEA)	D	District Technology Use Plan
D	Local Control and Accountability Plan (LCAP)	S	Western Association of Schools and Colleges (WASC)
S	Other (Action Team for Partnership (ATP))		
KEY:D=District, S=Site, N/A= Not Applicable			
Technical Assistance Provided by Local Education Agency (LEA)			

\* - Improving the Academic Achievement of the Disadvantaged

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan. Meeting documentation is on file at the school site and district. (Check those that apply and list date of meeting)  
☒ English Learner Advisory Committee: 12/11/2018  
☒ Leadership Team/Department Advisory Committee: 10/24/2018  
☐ Other committees established by the school (LIST):
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan (LEAP).
5. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The SSC has reviewed the School Based Coordinated Program legislation and has decided to participate in this program because of the added flexibility it provides.
7. This SPSA was approved by the SSC at a public meeting on: 03/04/2019

Attested:

Typed Names:	Signature:	Date:
Principal: Jason Jones		3/4/19
SSC Chairperson: Louie Magallon		3/4/19

## School Profile (Middle Schools)

### Purpose

The school profile provides a description of the school that is helpful in understanding the school and district.

### Site Description

### Student Demographics

**Student Demographic by Subgroup**

Student Subgroup	2016-17	2017-18	2018-19
<b>American Indian or Alaska Native</b>	0 (0%)	2 (0.2%)	3 (0.3%)
<b>Asian</b>	25 (2.4%)	27 (2.7%)	27 (2.9%)
<b>Pacific Islander</b>	6 (0.6%)	10 (1.0%)	9 (1.0%)
<b>Filipino</b>	11 (1.1%)	8 (0.8%)	11 (1.2%)
<b>Hispanic or Latino</b>	834 (80.5%)	819 (81.0%)	739 (80.5%)
<b>African American</b>	45 (4.3%)	37 (3.7%)	30 (3.3%)
<b>White (not Hispanic)</b>	110 (10.6%)	100 (9.9%)	91 (9.9%)
<b>Multiple or No Response</b>	5 (0.5%)	7 (0.7%)	8 (0.9%)
<b>English Learners (EL)</b>	342 (31.9%%)	310 (31.1%%)	269 (29.3%)
<b>Socio-Economically Disadvantaged (SED)</b>	889 (83%)	858 (85.0%)	776 (84.5%)
<b>Students with Disabilities</b>	121 (11.3%)	128 (12.7%)	127 (13.8%)
<b>Total Enrollment</b>	1,036	1,010	918

### Datasource

2016-17 datasource is CALPADS, 12/7/2016

2017-18 datasource is CALPADS, 12/2/2017

2018-19 datasource is CALPADS, 12/19/2018

Arizona Middle School sits in the center of a once-rural, now suburban community, in the city of Riverside, California. Arizona, one of four middle schools in the Alvord Unified School District, serving approximately 918 students on a traditional school schedule. The students come from diverse backgrounds. Approximately, 85% of the students participate in the National School Lunch Program. In addition, the student population includes a high percentage of English Language Learners (ELL's). Arizona works in concert with the district office to provide the students with a rigorous and high-quality education.

### Enrollment

**School Enrollment Trends**

Grades	2014-15	2015-16	2016-17	2017-18	2018-19
<b>6</b>	365	350	329	343	264
<b>7</b>	359	376	350	315	342
<b>8</b>	387	345	357	352	312

### Facilities and Technology

Arizona Middle School is made up of 46 classrooms, which includes a 2-story, 20 classroom building which was opened in the fall of 2009. In addition, there are two locker rooms, two libraries (laptops/media services), one Multi-Purpose (MPR), and one office complex. Arizona's has one new library that was officially occupied in the 2018-2019 school year. The library provides students with a large selection of excellent reference materials and on-line resources for research

projects. Arizona Middle School has previously received a library grant and monies from this grant have been used to purchase 21 laptops and two color laser jet printers for class and individual student use. Arizona has previously added an additional 60 laptop devices to support whole class research tools. Students have access to one permanent building computer lab (36 total computers) and mobile labs on campus; all mobile labs support a total of 427 laptop devices. On-site technology is used for research, interim assessments and state testing, and project-based learning aligned to Common Core State Standards. Each lab is equipped with forty computers accessible to internet access via an Ethernet connection or WIFI. Approximately ten special education and intervention classrooms are equipped with a mini-lab consisting of six or more Internet-connected computers. Mobile labs are also used to support differentiated literacy at all grade levels both during the school day and during extended learning opportunity, after school hours.

Arizona continues its implementation and utilization of SAFARI Montage which is a fully integrated Digital Learning Platform, including a Learning Object Repository, Video Streaming Library, IPTV and Live Media Streaming, designed to handle video efficiently. The full suite of integrated modules provides a single interface for users to access and manage all digital, visual resources from within the school district network or from home. With the introduction of the Digital Curriculum Presenter™ (DCP) module, curriculum departments can deliver a full digital curriculum aligned with Common Core lessons. SAFARI Montage servers come pre-loaded with educational video titles tied to the curriculum from leading video publishers, which include Schlessinger Media, PBS, The History Channel, National Geographic, Scholastic, Disney Education, BBC and more. Arizona middle school continues to utilize instructional technology supports Achieve 3000 reading program. With this program students are supported with respect to literacy development. Students take a pre-assessment that provides an overall lexile level and are supported with work that is at their present level and will scaffold to grade level and beyond.

#### Instructional Minutes

Students attend 180 days of school and meet the required instructional minutes for sixth grade of 54,865 and for 7th/8th grade of 54,140. Class periods are 57 minutes in duration. Class size averages of 35 students (not to exceed 175 students throughout the day) are maintained in the core curriculum classes. Elective classes are maintained at similar averages. Physical education classes are maintained at an average of 50 students (not to exceed 250 students throughout the day). Early release days are scheduled for teacher collaboration, district professional development, staff meetings, department meetings, and grade level meetings on every Tuesday.

## **Alvord Strategic Plan**

During 2013-2014 a district Strategic Planning Committee was formed to develop a district strategic plan that would align with district and school site plans. The committee was composed of school board members, district leaders, teachers, parents, classified, and certificated bargaining unit representatives, elected city officials, community leaders from businesses, higher education, and non-profit organizations. The process included creating a receptive climate, assembling relevant information, selection of the planning team, conducting planning sessions to develop district values, beliefs, vision, mission statement, parameters, objectives, and strategies.

### **District Priorities**

Our priorities are: students, teachers and instructional content.

### **District Values**

- Courage
- Inclusiveness
- Innovation
- Integrity

### **District Vision**

The Alvord Unified School District Promise: All students will realize their unlimited potential.

### **District Mission Statement**

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

### **District Parameters**

- We will collaboratively develop policies that support equitable learning opportunities for all.
- We will hold everyone to a high level of accountability.
- We will not allow economic, social and academic barriers to impede the safety and education of our students.
- We will respect and value the diverse roles of all individuals and their contributions.
- We will only tolerate beliefs, decisions and actions that inspire students to succeed.

### **District Beliefs**

We believe:

- In individual empowerment
- Everyone has the right to a world-class education
- Success is our shared responsibility
- Engaged learning strengthens our organization
- Our community is enriched by its diversity
- Innovation with inspiration transforms lives
- Excellence is within everyone

### **District Objectives**

- All students will graduate from high school, ready for college and career
- All students will contribute to a high quality of life in our community.
- All students will be inspired to fulfill their own unlimited potential.

### **District Strategies**

- We will redefine and establish programs for students who pursue an alternative educational pathway.
- We will collaborate with all partners and each other for the benefit of our students and the future of our community.
- We will develop a comprehensive PreK-12 program that ensures quality and engaging instruction.
- We will communicate effectively with all stakeholders in a clear and timely manner.
- We will develop the character of each student to build a better and more unified community.
- We will ensure, develop and support exemplary staff at all levels of the organization.
- We will develop a system for meaningful family engagement.
- We will develop a learning environment that challenges all students to achieve excellence.
- We will develop a learning organization to address the unique situation of each student.

### **Areas of Pride and Strength**

- 2009 California Distinguished School
- Certified as an AVID National Demonstration School since 2007 and Re-validated as an AVID National Demonstration School in 2015 and 2019
- 2019 Certified as an AVID Schoolwide Site of Distinction
- Fall 2015 commendation by AVID Center as a Highly Certified AVID School
- Fall 2015 invited to apply AVID Center's Inaugural year as an AVID School-wide Site of Distinction
- 2015-2016 Alliance for Healthier Generation Bronze award Winner
- 2015-2016 & 2016-2017 Let's Move Active Schools National Award Winner
- Fall 2016 applied to AVID School-wide Site of Distinction Award for the 2014-2015 school year
- School garden certified as a New National Wildlife Habitat in Riverside, CA for 2016
- Support classes to meet student literacy needs in language arts, math, and ELD focusing on reading, writing, and oral discourse
- Incentives for academic excellence, honor roll, perfect attendance, and continued improvement (i.e. school-wide medals for achievement)
- Professional Learning Communities at grade and department levels
- Focused professional development plan that emphasizes literacy and equity
- Extended Learning Opportunity for students changing from PrimeTime structure to support more academic focus that includes (1) advisory, (2) tutoring for students with disabilities, (3) English Learner students, (4) Homework help, and (5)
- AVID tutorial for general education and honors/accelerated students
- Community Supper Program providing meals to students and community
- Hippocrates Circle sponsored by Kaiser Permanente and UCR for eighth grade students planning a career path to becoming a Medical Doctor
- Continued implementation of Common Core based instruction
- College/Career Planning to include counselor guidance lessons and setting a school-wide standard for college and career readiness that includes the following: 2.0 GPA and no F in a core class
- Spanish 1 elective for 8th grade students that will articulate to high school Spanish 2 and support students meeting A-G requirements for UC/CSU college admissions
- STEM elective for 8th grade students that includes 3D Graphic Design, Robotics, and Video
- Approval by the district Curriculum Advisory Committee and the Board of Trustees to start a STEM science elective that will focus on ecology and aquaponics
- PSAT 8/9 testing for all 8th grade students PSAT 10 practice test for 7th grade students in AVID and 7th grade math accelerated courses
- Loma Linda University Partnership supporting counseling and guidance services
- Mentor Pilot program with Riverside County Deputy District Attorney
- Cadet Corps program established 2019

## Central Focus on School Reform

### Purpose

The purpose of the central focus on school reform is to describe the reform strategies that provide opportunities for all children to achieve academically.

The administration, teachers, and support staff at Arizona Middle School work collaboratively to implement the shared school vision for students. The staff at Arizona is committed to the Professional Learning Community model, distributed leadership, ongoing professional development, research-based instructional strategies, data-driven decision making, collective accountability for student achievement, and systemic reflection.

Students are scheduled in language arts, math, history, and science for 57 minutes each day and utilize the adopted instructional program on a daily basis (Mathematics Framework for California Public Schools, CDE, 2006; Reading/Language Arts Framework for California Public Schools, CDE, 2006; Study Sync Pilot, 2019). Enrollment in language arts and math is based on district standardized assessments, grades, and SBAC scores, with intervention supports for students identified as needing additional support (CDE, 2006; Dodd & Wise, 2002; National Association of Secondary School Principals, 2006). Teachers use the adopted textbooks on a daily basis in language arts, math, history, and science (CDE, 2006). All students have a textbook in each core content area (AB 1550, 2727, 3001; SB 550; Williams v. State of California, 2004). Teachers in language arts, history, and science use AVID strategies to include Cornell/Focused note-taking and Collaborative Study Groups, graphic organizers, the Step Up to Writing format, and Collaborative Study Groups (CSG's) reading strategies in their lessons (Marzano, Pickering, & Pollock, 2001). Professional development has focused on supporting literacy school-wide to include reading, writing, and oral discourse, as well as AVID's content area tutorials. For the 2019 School year Arizona Middle School has partnered with California Gear-Up to focus on Mathematics curriculum and support.

Teachers continue to utilize school/district pacing guides and Unit Planning Organizers (UPO) to plan instruction (CDE, 2006). Student progress is monitored using six-week grades, Common Formative Assessments, and site assessments (CDE, 2006; Reeves, 2006; Schmoker, 2006). Teachers engage in grade-level and department meetings during our early release days and likewise participate in PLC collaboration meetings. This time is utilized to analyze student data, identify interventions for students not meeting grade level standards, and to cognitively plan instructional lessons. Teachers also work after school, during staff development meetings, and during the common planning periods to collaborate with their colleagues and revise pacing guides, plan instruction, analyze common assessment/benchmark test scores, and design lessons for remediation (CDE, 2006; Dufour, 2004; Eaker, 2003; Glickman, 2002; Hargreaves, 2003; Manthey, 2004; McGhan, 2002; National Association of Secondary School Principals, 2006; Reeves, 2006; Schmoker, 2006; U. S. Department of Education, 2004; Wilms, 2003). Core subject area teachers (i.e. Language Arts, Math, History, and Science) meet monthly to plan literacy curricula within the context of their discipline. All departments are supported by a minimum two instructional planning/ grade level articulation days. One day is teacher directed with the second day site directed. One additional planning day is provided for teachers of English Learner students to support capacity building for English Learners. Teachers also utilize Achieve 3000 Differentiated Literacy Program to best support student literacy at their "just right" reading level. There are five structured days to support professional development of Achieve 3000.

Research shows that there is a positive and convincing relationship between parent and family involvement and student success. When parents and families are involved in their children's learning both at home and at school, their children are academically successful. When parents, families, educators and communities work together, all are strengthened and outpace what the individual could accomplish on their own. Riverside County Office of Education and 23rd District PTA are collaborating to increase parent and family involvement across Riverside County in order to raise student academic achievement and enable our students to be college and career ready. In January 2011, the Parent Engagement Leadership Initiative was created to focus efforts on training and the supporting parents, families, educators and community members to become involved in public education and positively impact student success. Training programs are based on the distinguished work of D. Joyce Epstein, who directs the National Network of Partnership Schools at Johns Hopkins University. Dr. Epstein's research-based 'Six Keys of Parent Involvement' is at the core of the National PTA Standards for parent engagement. Additionally, information from the California State PTA 'Parents Empowering Parents Guide' and other PTA resources are shared. These are the foundation for the PELI program and for what is being built in Riverside County - a cadre of parent and family involvement leaders to support and enhance the local schools and districts (Kenneth M. Young, Riverside County Superintendent of Schools, 2013). Arizona is currently in our 4th year of PELI participation and sponsors APU (Arizona Parent University) workshops and informational meetings, ATP (Action

Team Partnership) meetings, and parent/classroom visitations. As part of our partnership with California Gear-Up program Arizona Middle School will work with PIQE (Parent Institute for Quality Education). This partnership will further support our work with parent groups.

Administrators, teachers, and instructional assistants participate in ongoing professional growth opportunities. Administrators attend equity workshops and district meetings regarding instruction (McEwan, 2003; Reeves, 2006). Teachers participate in AVID Summer Institute, Riverside County Office of Education training, and Project Lead the Way (STEM) Training during the summer and fall. Teachers engage in professional development through demonstration lessons and co-plan/co-teach sessions during the school day (CDE, 2006) and during PLC time after school. Staff development activities focus on research-based instructional strategies such as Explicit Direct Instruction and Differentiated Instruction through Universal Design. AVID strategies are used to support instructional activities and overall student learning. Instructional Assistance attend on-site professional development as well as lead tutoring/ advisory workshops for struggling students.

#### Collaboration Process (EPC 5,6,8)

An early release student day is scheduled each Tuesday of the month during which time teachers work together to analyze student data to identify students' levels of proficiency and develop instructional lessons and strategic interventions to address their needs; this occurs every 2nd and 4th Tuesday during department and grade level meetings. In addition, teachers use their common planning periods to work interdependently to plan lessons, align instruction with the pacing guides, and evaluate student learning based on scores from the District Common Formative Assessments and the school common assessments. The staff is committed to the Professional Learning Community model that emphasizes interdependent work, a focus on student learning, and immediate intervention when students are not successful (CDE, 2006; Dufour, 2004; Eaker, 2003). Teachers engage in professional development through demonstration lessons and co-plan/co-teach sessions during the school day (CDE, 2006) and during PLC time after school. Staff development activities focus on research-based instructional strategies such as Student Mastery, Explicit Direct Instruction, Differentiated Instruction through Universal Design, AVID strategies, and Equity practices through Responsive Pedagogy. Instructional Assistants attend monthly, on-site professional development planned by our instructional coach. Instructional assistants also work with Extended Learning Opportunity Staff to provide tutoring support for students during after school hours. In addition to the early release days, each teacher in the core curricular areas (Language Arts, Math, History, Science) has received release days to receive training in literacy (reading, writing, and oral discourse), which also includes time for collaborative planning of first best instruction. As part of the Achieve 3000 Differentiated Literacy work Arizona Middle school also participates in a maximum 5 days of professional development to support differentiated literacy and student assessment of differentiated literacy.

#### Cite Research/Resources for Central Focus on School Reform

Visible Learning for Literacy--Implementing the Practices that Work Best to Accelerate Student Learning: Hattie et. al, 2016

The Will to Lead, the Skill to Teach-Transforming Schools at Every Level: Muhammad and Hollie 2012

Seed Folks; Paul Fleischman, 1997

Mindset-The New Psychology of Success-How We Can Learn to Fulfill Our Potential; Dweck, 2006

Managing to be Different; Scapp, 2006

The Ethics of Excellence, Prichett 2014

The Principal-Three Keys to Maximizing Impact; Fullan, 2014

Excellence Through Equity; Blankstein & Noguera, 2015

The Use of Data in School Counseling; Hatch, 2014

Rigorous Curriculum and Design: Kamm, 2013

Professional Learning Communities-CDE, 2001; Dufour, 2004; Eaker, 2003

Advancement Via Individual Determination (AVID): Swanson, 1980

English Language Development- Inside the US - curriculum

Advanced Academic Language Development - Kinsella, 2013, 3-D curriculum

California Common Core State Standards: CDE, 2010

Standards for Mathematical Practice: CCSS 2010

Closing the Achievement Gap-Taking Center Stage, Act II, CDE

Parent Engagement Leadership Initiative (PELI) Epstein (NNPS), Henderson, Mapp 2007, PTA 2011

The Leadership Challenge-How to make extraordinary things happen in organizations, Kouzes and Posner, 2012

Checking for Understanding: Formative Assessment Techniques for Your Classroom, 2nd Edition, Fisher and Frey, 2014

#### **School Site Council Membership**

The School Plan for Student Achievement

2018-19 School Site Council					
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jason Jones	[X]	[ ]	[ ]	[ ]	[ ]
Katherine Guitierrez	[ ]	X			
Kristin Inae	[ ]		X		
Nayeli Martinez	[ ]	X			
Johanna Newman	[ ]	X			
Ujima Thompson	[ ]	X			
Louie Magallon	[ ]			X	
Deanna Lopez	[ ]			X	
Aven Callahan	[ ]			X	
Anastasia Williams	[ ]				X
Victoria Talamantes	[ ]				X
Leonardo Retana	[ ]				X
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

At the elementary level, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents; or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group

### Leadership Team

#### Purpose

The purpose of a school leadership team is to involve the school community in the development, implementation, and monitoring of the school plan. The composition of the leadership team includes the principal, grade level representatives, department representatives, teachers of English Learners, GATE students, Special Education students, support personnel for the at-risk students, school advisory committee representatives, and parent representatives, as much as possible.

The school's leadership team is in place to ensure that key instructional practices are in place across grade levels and subject area departments. The team collaborates to provide first best instruction and plan interventions for students. Arizona Middle School also has a core leadership team made of of department leads for ELA, Math, Science, and History.

2018-19 Leadership Team	
Name of Members	Title
Jason Jones	Principal
Kristin Inae	Instructional Coach/ English Department Chair
Jeffery Diulio	Assistant Principal
Nayeli Martinez	English Learner Facilitator/ 6th Grade Level Chair
Joseph Syms	AVID Coordinator
Michelle Ploesch	7th Grade Level Chair
Lori Prather	8th Grade Level Chair
Marcela Gutierrez	Special Education Department Chair
Kimberly Gallo	Math Department Chair
Brittany Peacock	Science Department Chair
Madeline Juan	History Department Chair

2018-19 Leadership Team	
Michael Scheller/ Julie Mitchell	PE Department Chair
Arthur Cooper	Elective/ STEM
Bonnie Hillier	ASB Director

## **Comprehensive Needs Assessment Components**

The school plan is based on a comprehensive school-wide needs assessment of the school's instructional program which includes program planning, monitoring, and evaluation activities conducted during the previous school year with the input of stakeholders which includes the analysis of student performance data in relation to state academic content standards. Program planning activities are conducted at leadership and grade level/departmental team meetings, staff meetings, ELAC and SSC meetings. Current programs are monitored and reviewed on an on-going basis by discussion with staff and the SSC. Evaluation of the SPSA is conducted by analyzing data, reviewing student work, surveys, and discussions with staff and parents. Financial, material, and human resources are considered. Staff, students and parents are involved throughout the evaluation process of all consolidated programs.

### **Data Analysis and Assessments**

Disaggregated assessment data are utilized in the annual updating of the school plan. Principals and Leadership Team members review and evaluate disaggregated assessment results to make determinations about program improvement. They also analyze assessment data to determine strengths and weaknesses of various programs and in areas of instruction. Areas for improvement are then determined using the information gathered from the assessment data in conjunction with surveys and other achievement data. Teachers meet and discuss how students would be assessed. Please refer to the School and Student Performance Data section where an analysis is provided.

### **Procedures for Analyzing Data**

Teachers utilize a variety of assessments to determine students' success. Analysis of the data from these assessments provides teachers, students, and parents with information needed to drive instruction. The data is also used to guide individual and group instruction needed to remediate and/or address areas of weakness.

### **Procedures for Reporting Results**

The school ensures that the results of the CAASPP and ELPAC (if applicable), are made available to the teachers, students, and parents in a timely manner. Teachers are trained on reporting the results to parents and discuss questions regarding the results in a manner that equates them to the student's classroom performance. Information from a variety of assessments such as grades, prompt scores, portfolios, and state assessments are included in the discussion. This information is shared with the student and parents in a productive manner that emphasizes strengths and details steps needed for improvement.

Release time is provided for principals, teachers, and support staff to analyze student information throughout the year. The principal and Leadership Team plan activities to analyze data at staff development and grade level meetings to inform instruction and plan interventions.

Parents are informed of their student's progress in the following ways:

Parents receive a progress report every six weeks as well as access to their child's grades through the Aeries grading system posted by teachers. In addition, some teachers utilize supplemental resources, to include online and paper systems, to inform parents of current progress and any missing assignments. At present AUSD does not mail grade reports in an effort to support electronic access; however, Arizona Middle School does continue to provide this resource as a transition for parents to a full electronic grading system. Parent conferences are held twice a year (Fall and Spring) in addition to conferences scheduled by individual teachers and teams. Teams utilize teacher work days to schedule additional conferences with parents outside of district sponsored days. Counselors also communicate with parents regarding student progress and indicate those students who may be in danger of non-promotion to design a plan to improve grades. Parents are also invited to promotion requirement informational meetings throughout the year to review their child's progress in meeting district expectations at all grade levels. While both 6th and 7th grade students are not promoting we believe it is important to build a rigorous expectation for them prior to their entry into 8th grade. As a result we have established College and Career Readiness standards for all students that include a 2.0 GPA and no F in a core class. We review data every six weeks and develop strategies to best support students not meeting the standards. Students meeting this standard are honored twice yearly at school-wide recognition activities. Students not meeting the standard are further supported academically or with respect to personal/social concerns. Data is used from each grading period to determine progress with regard to the Arizona Middle School CCR Standard. Data is also used from Achieve 3000 to determine lexile level by student, class, grade, and school-wide. Informational phone calls using the automated BlackBoard Connect system are used by office staff to inform parents of upcoming events and daily attendance, by teachers to inform of students' successes as well as their areas of need, and by the district to inform of holidays non-

school days, and parent and community events ongoing. During the 2017-2018 school year Arizona Middle school implemented the use of "Remind" App to text parents similar information. However, there are new terms, conditions, and fees with the Remind App that have led to considerations for a change.

## **Analysis of Site's Current Instructional Program**

The following statements are adapted from the Elementary and Secondary Education Act (ESEA), and the California Essential Program Components (EPC). In conjunction with the needs assessments, these categories are used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration is given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Academic Program Survey**

Discussion of each of these statements should result in succinct and focused findings based on verified facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

The nine Academic Program Survey components are referenced in the school plan throughout each goal to verify appropriate spending of categorical funds to include funds used for Title I programs.

## Standards, Assessment, and Accountability

### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers utilize the Alvord Unified School District course descriptions which are aligned with the California Common Core State Standards and Next Generation Science Standards. Teachers develop short-term and long-term lesson plans using the district course descriptions, Unit Planning Organizers (UPO) and pacing guides along with California Common Core Standards/frameworks for ELA/ELD and Math. Department and grade-level team meetings are utilized for lesson planning and for sharing standards-based instructional strategies.

Sixth grade students are enrolled in two core classes, language arts/history (116 minutes) and math/science (116 minutes), along with physical education and an exploratory/intervention class. Seventh and eighth grade students are scheduled in six courses. Students are enrolled in language arts or Honors Language Arts at each grade level based on teacher recommendation, grades, and student test scores. Enrollment in math is likewise based on teacher recommendation, grades, and student test scores. Students who have not met the standards previously stated have additional opportunities during the 1st and 2nd semester to demonstrate that they can work at the rigor level of an honors, accelerated, or high school level math course of study. Arizona offers Integrated Math 1, 8th Common Core Math, 7th Common Core Math, 6th, Common Core Math. Students explore Ancient History in the sixth grade, the Middle Ages in the seventh grade, and American History from 1776 to 1900 in the eighth grade. Students learn the Next Generation Science Standards which include life science, earth science, and physical science, and the scientific method at all grade levels. Students have opportunities to participate in AVID, Fine Arts (i.e. Art/ Band), or STEM elective choices. There are finally opportunities for student wellness and physical fitness through physical education courses. There students engage in curriculum designed to support nutrition, physical activity, and overall wellness.

Students with special needs are provided highly qualified teachers, learning materials, textbooks, and ancillary support personnel to enhance their academic achievement. Special education classes are available for students with identified learning disabilities. Special education emphasizes inclusion and offers a continuum of services ranging from direct service in reading and math to indirect service in language arts, math, history, and science by a qualified teacher or an instructional assistant. EL students are scheduled in English Language Development and sheltered classes in language arts, math, science, and history. GATE students are enrolled in Honors Language Arts, a math class to fit their needs (Math Accelerated or Integrated Math), and explore subject matter concepts in history and science in greater depth and complexity. All students are encouraged to compete in academic competitions such as the district Spelling Bee and the Science Fair. Arizona is proud to have 100% participation in the site Science Fair. Selected participants move forward to participate with the district fair.

Intervention/Supports are in embedded within the classroom to meet the needs of targeted students based on their six-week grades. All students receive access to Achieve 3000 Differentiated Literacy to support their literacy growth that aligns with CCS Standards as well as SBAC testing.

### 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data is obtained from the state testing results, district Common Formative Assessments (CFA), curriculum assessments, teacher created common formative assessments, and performance tasks. The results of the data analysis completed by the district and by site level staff are used to inform instructional practices and address the identified needs of students to ensure that student achievement is improving at Arizona. Baseline data for all students is determined through the use of a reading assessment (Scholastic Read 180) and math assessment (teacher created assessment at the 5th grade level). We have continued to refine our assessment practices to include CARI assessment and Achieve 3000 pre-test to support literacy development and overall growth. Our use of CARI assessment will be under review for the next school year.

## Staffing and Professional Development

### 3. Status of meeting requirements for highly qualified staff (ESEA)

The school works within the guidelines of ESSA.

4. Sufficiency of credentialed teachers and teacher professional development (e.g. access to instructional materials training on SCE-adopted instructional materials) (EPC)

All but one teacher are fully credentialed. Seven credentialed teachers are approved to work outside of their subject area of competence.

Professional development includes:

Achieve 3000 Training

ERWC Training

Next Generation Science Standards (NGSS) Training

Project Lead the Way Training (PLTW)

Pre-AP Training

Focusing on Mastery

Equity Training

Selected staff trained in Positive Behavior Intervention and Support (PBIS).

Boys Town Behavior Intervention and Support Counselor Training

Step-Up-To-Writing Training for all ELA teachers.

CRT (Curriculum Review Team) presentations to departments on-going

AVID training and workshops provide the AVID coordinator, principal, AVID elective and core teachers, and AVID counselor with training and materials to support AVID students and non-AVID students with AVID instructional strategies for college and career readiness.

Selected teachers to receive professional development in the following areas: ELA/ELD Framework and Math Framework

History teachers trained in Document Based Questions (DBQ), 2013

Continued training in robotics and use of 3D program and printer offered by C-STEM, UC Davis.

Literacy Team Training

Gear-Up Math Support Training

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is based on data analysis of student performance and current effective, research-based instructional strategies.

Currently our staff development is focused on Literacy, and Equity. We will be adding to our staff development a mathematics focus in partnership with the California Gear-Up Team.

Common Core training provided by Connie Kamm and associates of Rigorous Curriculum and Design to members of Arizona's Instructional Leadership Team (ILT).

Special education teachers collaborate with classroom teachers on the IEPs of the students who have been mainstreamed.

Continued training of AVID Reading strategies to all teachers as we work toward school-wide AVID.

Continued training of Critical Reading, IVF summary, Constructive Response, and focused note taking/Cornell note taking to all teachers

Continued training on Systemic Reflection strategies provided to all teachers.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District Instructional Specialists and site instructional coaches provide support through staff development training, one-on-one interactive coaching and demonstration lessons. In addition, the academic coach along with site teachers provide demonstration lessons using highly engaging strategies for colleagues. Instructional Coaches from all middle school sites have worked collaboratively to support classes at each school teaching model lessons.

Teachers are provided three release days during the year to focus on instructional assistance and support. The third release day supports English Learner students with the other two being both teacher and site directed. We also use learning walks to view demonstration lessons and teacher best practices. Teachers have participated in learning walks that support school-wide use of AVID strategies such as content tutorials.

7. Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

Collaboration time is provided four times a month so that teachers are able to analyze student data, plan instruction, collaborate on lessons, and address individual student needs.

All teachers at Arizona are credentialed in their respective content areas and meet the criteria for Highly Qualified status as stipulated in the previous NCLB and the current ESSA federal education policies.

A full-time on-site instructional coach works with teachers in the development of lesson planning and collaboration, facilitates co-plan/co-teach days, prepares and presents professional development, analyzes data, and serves as a resource to parents and administration. Coach salary is multi-funded using district funds.

Administrators, teachers, and instructional assistants participate in ongoing professional growth opportunities. Administrators have attended ILT training and AB75 workshops and district meetings regarding instruction. Teachers participate in co-plan/co-teach sessions during the school day, department meetings during PLC's, team meetings during common planning periods, the AVID Summer Institute, and other curricular training's on-going. Instructional assistants attend the annual district in-service day and other district meetings as well as monthly with the site Instructional Coach and Administration. Teachers engage in professional growth activities as they discuss instructional strategies during grade-level department time during PLC's and at monthly Staff Development meeting.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The district has adopted State Board of Education approved materials to support the delivery of instruction to meet the state standards. The district Instructional Leadership Team works collaboratively to create Unit Planning Organizers (UPO) for implementation of Common Core State Standards (CCSS). This has led to alignment across the district in terms of what content students are receiving thereby providing continuity of programs, practices, and assessments unlike anything Alvord has experienced before. At present the Curriculum Review Team continues to evaluate the materials and make adjustments where necessary for future practice. This year we are piloting the Study Sync curriculum for ELA.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional time is protected and interruptions are kept to a minimum. Systems are in place to ensure that instructional time is not interrupted.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district has developed pacing guides to ensure that all students receive the core curriculum for their grade level. Additionally, students falling two or more years below grade level receive intervention within their general education classroom setting via Achieve 3000. Intervention supports for mathematics are currently under review in partnership with the California Gear-up program.

The Master Schedule is developed with the needs of students as a priority. The master schedule reflects the priorities of the district: students, teachers, and instructional content. The master schedule also supports students connection to college and career readiness.

11. Availability of standards-aligned instructional materials appropriate to all student groups (ESEA)

All teachers receive the adopted standards-based instructional materials needed to support all student groups (i.e. ELL, high achieving, at-risk, and at grade level).

AALD, 3D and ELD curriculum used to support English Learner needs. Planning time is used to support the alignment of these materials with the development and growth of students.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Arizona uses the SBE adopted English Language Arts materials, AVID Weekly articles, Achieve 3000, Science, and History curriculum. In addition, Arizona utilizes the district adopted 3-D curriculum by Kate Kinsella, Inside the US curriculum and High Point materials to support English Language Development (ELD).

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The school budget, Master Schedule, textbook funds, specially designed programs and courses, and qualified teachers are provided by the regular program to enable under-performing students meet the standards. The school budget is used judiciously to support the school-wide action plan. Each year, school funds are used to update campus-wide technology, expand the development of computer mobile labs in each classroom, purchase staff development books, and acquire instructional equipment and materials for teachers. School funds and community/university partnerships have been used to support students through tutoring opportunities both before and after school hours. These opportunities include homework help with High School AVID tutors, Special Education Tutoring and Mentor-ship with Instructional Assistants, ELD tutoring with Bilingual Assistants, Teacher-led Tutorials, and before school math tutoring. School funds also are used to best support teacher capacity building via professional development and grade level/department articulation.

The school provides each student with a school planner (student handbook) which is utilized by teachers to communicate daily class work and homework assignments to parents. Teachers work interdependently in a Professional Learning Community. The Master Schedule is developed with priority given to under performing students and those with special needs. Students are scheduled in courses based on their previous year's grades, CELDT levels, and CFAs in reading and math. Teachers design and create lessons and assessments to inform them of student learning. Teachers utilize school/district pacing guides to plan instruction and monitor student progress using the six-week grades as well as teacher and district created CFAs. Teachers engage in grade-level department meetings during PLC time and collaborate with their colleagues during the common planning period. Pacing, lesson complexity, depth of understanding, grouping, and re-teaching are methods used by the teachers to differentiate instruction in all classes to target instruction for under-performing students.

14. Research-based educational practices to raise student achievement

Teachers use research-based strategies such as Focusing on Mastery, Direct Instruction, AVID strategies, non-linguistic representations, Cornell/Focused Note-taking, interactive notebooks, graphic organizers, sentence frames, daily objectives, and essential questions to present the curricular content in a variety of formats for individual learning modalities.

The Alvord Strategic Plan, WICOR, Cornell Notes, and A-G college prerequisites posters are displayed in every classroom. Site budget is also used to support all students, to include general education, AVID, SPED, EL, Title I and GATE. Site budget is also used to support teacher capacity building and professional development to support all students.

## Parental Involvement

### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent participation is a high priority at Arizona. Parents have opportunities for meaningful dialogue and decision making in various forms. Parents contribute to the planning, implementation, and evaluation of the School Based Coordinated Plan (SBCP) through the School Site Council (SSC) and the English Learner Advisory Council (ELAC). Parents have input in school programs through the English Learner Advisory Council (ELAC), Action Team for Partnership (ATP)-Parent Engagement, Watch DOGS, and School/District Wellness Committee. In addition the district provides opportunities for input at the district level through the District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC) and the District Advisory Committee (DAC).

Research shows that there is a positive and convincing relationship between parent and family involvement and student success. When parents and families are involved in their children's learning both at home and at school, their children are academically successful. When parents, families, educators and communities work together, all are strengthened and outpace what the individual could accomplish on their own. In January 2011, the Parent Engagement Leadership Initiative (PELI) was created to focus efforts on training and supporting parents, families, educators and community members to become involved in public education and positively impact student success. Training programs are based on the distinguished work of Dr. Joyce Epstein, who directs the National Network of Partnership Schools at Johns Hopkins University. Dr. Epstein's research-based 'Six Keys of Parent Involvement' is at the core of the National PTA Standards for parent engagement. Additionally, information from the California State PTA 'Parents Empowering Parents Guide' and other PTA resources are shared. These are the foundation for the PELI program and for what is being built in Riverside County - a cadre of parent and family involvement leaders to support and enhance the local schools and districts (Kenneth M. Young, Riverside County Superintendent of Schools, 2013). Arizona Middle School teachers and parents have received yearly training to include training for the 2016-2017 school year.

As a follow up to PELI, Arizona implements it's own parent training's, Arizona Parent University (APU), a series of training's covering topics such as: CCSS, Aeries Grade Book, College and Career Readiness, and Nutrition.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932) Such as described in School Plans. Schools shall be deemed to have met this requirement by establishing a school site council.

Back-to-School Night in the fall allows parents to receive information about the academic program. Parent conferences are held twice each year. Sixth grade orientation is held in the spring for incoming students and additionally in the summer and fall leading up to the school year. Counselors hold additional parent meetings which include topics such as: bullying, drug awareness, and conflict resolution. The counselors and principal visit the feeder elementary schools in the spring to recruit for AVID and electives as well as inform sixth grade students how to transition for middle school. AVID and additional family nights are regularly scheduled. Parents have opportunities to attend workshops using categorical funds, for example each year parents attend the CAFE conference.

Communication with parents is conducted regularly regarding student progress and school programs and activities. The school provides each student with a school planner (student handbook) which is utilized by teachers to communicate daily class work and homework assignments to parents. Parents receive information on school programs through the registration materials, newsletter, BlackBoard Connect home phone calling system, school web page, and the school marquee. Parents have the opportunity to communicate with teachers by telephone, mail, e-mail, and during walk in or pre-arranged conferences.

Arizona participates with Kaiser Permanente and UCR who provide the Hippocrates Circle for students interested in the medical fields. Students attend an orientation, two study trips, and a graduation banquet for students and their parents.

Arizona holds a career night with speakers to discuss and answer questions about their background, career, skills, education, and work place experiences. The goals of the career night are: to motivate students to complete their education; to inform students of career options; and to foster a relationship between local schools and the business community.

Wylie Center Youth Service Counselor is onsite one day a week to provide additional counseling services to students as needed.

There following partnerships support students diverse needs: (1) Riverside District Attorney provides annual assemblies to students regarding gang/drug awareness and prevention, (2) Girls Circle-Resilience Curriculum for girls, (3) UNITED Way GEMS-Engineering and Mathematics for Girls, (4) New York Life Grief Sensitive Schools, and Safe Schools Partnership.

## Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The Advancement Via Individual Determination (AVID) classes provide students with information on college/university entrance requirements, academic focus, and tutoring/counseling support.

Arizona's AVID program includes six classes with two at each grade level. As part of the AVID curriculum, based on their grade level, students have the opportunity to take a study trip to either a community college, state college, or university. Excursions to college events such as sports, museums, musicals, drama performances, and others provide students and their families an opportunity to see first hand what college life is about. Arizona is proud to be one of only 4% of schools recognized Nationally as an AVID National Demonstration School.

LCFF-LI and LCFF-EL funds are utilized to provide teachers with supplementary instructional equipment and materials along with ancillary support services to enable under-performing students meet the standards in language arts, math, science, and history. Teachers access LCFF-LI, LCFF-EL resources to enhance the instructional program for under-performing students in the following ways: computers and software to individualize learning activities for students below grade-level standards, audio-visual equipment for auditory and visual learning modalities, supplies to provide hands-on learning activities for kinesthetic learners such as manipulatives for math lessons and materials for science experiments, material, equipment, and furniture to supplement the classroom environment and enhance the climate for learning, creative lessons and classroom assessments reproduced on the copy machines and Risographs for students of all abilities, standards-based assessments scored on the Scantron machine, professional development, books for classroom libraries, and test-preparation materials to improve student test-taking skills.

LCFF-LI, LCFF-EL funds are available to pay teachers to work with under-performing students before or after school. Students in the after school program receive individualized instruction in language arts, math, history, and science from their regular classroom teacher. Presently, we offer math tutoring in the morning and afternoon, we partner with our local high school's AVID program to provide after school homework help, we provide after school tutorials using AVID's Tutorial model, we provide tutoring to our Special Education students through our Instructional Assistants, and tutoring to English Learner students through our Bilingual Assistants. LCFF-LI, LCFF-EL funds are utilized to purchase intervention and/or enrichment materials as well, such as Achieve 3000 and Safari Montage.

Categorical funds from LCFF-LI, LCFF-EL are utilized for professional development. Teachers attend site-based workshops, off-campus conferences, and district in-services to stay current on research-based instructional strategies. LCFF-LI, LCFF-EL resources, content area conferences, demonstration lessons, co-planning/co-teaching meetings, and to procure consultants for professional development seminars. Funds are accessible to parents and teachers who want to attend CABE and other related workshops. AVID allocations are used specifically for AVID coordinator workshops and the AVID Summer Institute, however AVID allocations are generally not sufficient to pay for AVID tutors, coordinator workshops, or AVID Summer Institute therefore additional funds from LCFF-LI, LCFF-EL are used. These funds are also utilized as needed to implement the goals of the Arizona EL program. LCFF-EL funds are used to support teachers in on-going professional development to close the achievement gap between EL students and their English-only peers. At present Arizona is using LCFF-LI, LCFF-EL funds to support two teacher release days to allow teachers time to collaboratively plan curriculum, instruction, and assessments.

English Language Learners (EL) receive instruction in ELD and SDAIE from certificated teachers with CLAD/BCLAD or LDS authorizations. EL students with beginning levels of language fluency as identified on the CELDT are placed in a Structured English Immersion program. EL students with CELDT levels I, II, and low III's are strategically placed in sheltered classes to receive support in the four curricular areas. EL students who meet district reclassification criteria are later mainstreamed with English-only speaking peers. LCFF-LI, LCFF-EL funds are used to finance two full time bilingual instructional assistant in the Sheltered classes. EIA/LEP funds also provide instructional equipment and supplies for EL students in core classes, professional development for teachers, parent training (CABE), and computers. LCFF-LI, LCFF-EL funds are utilized to pay for translators for parent events and additional hours for bilingual assistants as needed. With the state-defined Long-Term English Learner (LTEL) it is necessary for an intensive intervention for struggling English Learners. LCFF-LI, LCFF-EL funds are used for purchasing EL supplemental curriculum to meet the needs for this group. This year through district support we will purchase AVID Excel curriculum to support our LTEL students at both 7th and 8th grades.

Title I funds are utilized to support access to technology for targeted students. Students are able to use technology to support programs such as, Achieve 3000, and other word processing programs. Students also use technology to access Google Apps for Education to include Google Classroom, Google Drive, and Google Docs. Title I funding is also used to provide Extended Learning Opportunity supports for students identified and a data analysis team to review programming and identify best practices to improve student supports.

## 18. Fiscal support (EPC)

General and categorical funds are utilized to support and enhance the core curriculum to increase student achievement. The centralized fiscal support provided by the district will allow for a site-based Instructional Coach to further support the development of staff to enhance the effectiveness of the instructional program and increase student achievement. Similarly, this position will support the district-wide focus of Literacy and Equity. At present our Instructional Coach has been invaluable in providing resources and support to both instructionally-focused classified and certificated staff respectively. Our instructional coach continues to work directly with our Extended Learning Opportunity to grow our attendance to above 85% and create a program that has a greater academic focus that uses student assessments to best close achievement gaps.

## SPSA Annual Evaluation

### Outcomes

Identify any goals in the most recent SPSA that were met. What actions were particularly effective in meeting the goal? We have continue to make growth in the number of students reclassifying as well as the number of students meeting promotion standards and our College Career Readiness standard of a 2.0 and no F. We were able to accomplish this goal through being intentional within our work. We focus on data and monitor student progress regularly. We have also implemented infrastructure and professional development supports to continue our growth upward.

Identify goals in the most recent SPSA that was not met, or was only partially met. What actions related to this goal were ineffective or minimally effective? Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

While we are demonstrating growth we continue to not meet academic standards for large numbers of our students as defined by the State of California. We understand that this will take time and continue to implement professional development to build teacher capacity, along with structured student intervention, and parent engagement to reach our continued goals. At present we are working with California Gear-up program to better support our mathematics development.

### Involvement/Governance

How was the SSC, ELAC and staff involved in the development and evaluation of the plan?

SSC, ELAC, Site Leadership, and staff are integral to the development and evaluation of our plan. We meet monthly to review goals and progress that we are making toward goal attainment.

How was the plan monitored during the school year?

During meetings we review data to determine how we are meeting the plan. We have at times scheduled additional meeting times to support monitoring efforts. The SPSA is provided to the groups and input provided throughout the year.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

We are continuing to build our overall parent engagement to include a larger representative group. During the 2017-2018 school year we started the Watch DOGS program with fathers of our students; we also hosted events with parents during Parent Engagement week. While we have respectable parent participation we would like to grow that number to ensure involvement at all levels of our site. For the 2018-2019 school year we re-established our PTSA and have held a number of parent events and raised funding to better support students.

## Description of Barriers and Related School Goals

Arizona's two primary barriers continue to be: poverty and acquisition of the English language. Arizona continues to provide free/reduced lunch to a growing 85% of its student population and approximately 33% English Learner students. Many of Arizona's students come from homes where parents did not graduate high school or speak a language other than

English. This barrier contributes to academic supports provided in the home environment. Arizona's goal is to provide support through first best instructional practices, tutoring, and intervention within the school day to meet student's academic and personal/social needs. Closing the achievement gap of students in these two areas can be a challenge, however we believe ALL children can learn and be successful. We believe ALL children can reach their unlimited potential and It is our mission to prepare them to do so.

## Performance Data & Conclusions

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	344	323	348	342	320	346	342	320	346	99.1	99.1	99.4
Grade 7	372	358	316	367	354	314	367	354	314	98.7	98.9	99.4
Grade 8	351	356	351	347	355	347	347	355	347	98.9	99.7	98.9
All Grades	1067	1037	1015	1056	1029	1007	1056	1029	1007	98.9	99.2	99.2

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2501.8	2487.7	2497.9	11	7.19	8.38	25	24.69	31.21	32	33.13	30.06	32	35.00	30.35
Grade 7	2510.9	2508.9	2520.4	7	6.50	8.28	27	24.58	29.94	26	33.05	26.75	40	35.88	35.03
Grade 8	2538.7	2535.9	2521.6	8	9.58	6.92	32	29.58	23.92	29	30.14	30.55	31	30.70	38.62
All Grades	N/A	N/A	N/A	9	7.77	7.85	28	26.34	28.30	29	32.07	29.20	34	33.82	34.66

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	11	10.31	16.18	44	50.94	44.80	44	38.75	39.02
Grade 7	15	11.86	16.56	42	46.33	46.18	43	41.81	37.26
Grade 8	17	17.75	13.01	44	47.89	41.91	39	34.37	45.09
All Grades	14	13.41	15.21	43	48.30	44.23	42	38.29	40.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	17	11.25	15.03	49	47.19	45.95	34	41.56	39.02
Grade 7	12	12.43	15.29	50	51.69	52.55	38	35.88	32.17
Grade 8	15	14.65	9.28	49	48.45	50.72	37	36.90	40.00
All Grades	15	12.83	13.13	49	49.17	49.65	36	38.00	37.21

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	10	10.00	9.25	68	62.50	66.47	22	27.50	24.28
Grade 7	10	7.91	6.69	64	57.91	61.46	26	34.18	31.85
Grade 8	10	8.73	9.83	68	69.86	62.14	21	21.41	28.03
All Grades	10	8.84	8.65	67	63.46	63.42	23	27.70	27.93

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	22	15.31	20.81	55	50.63	54.62	23	34.06	24.57
Grade 7	14	15.25	15.61	54	55.37	57.96	31	29.38	26.43
Grade 8	18	20.56	17.63	53	50.99	48.55	28	28.45	33.82
All Grades	18	17.10	18.09	54	52.38	53.58	27	30.52	28.33

## CAASPP Results (All Students)

### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	344	323	347	341	321	345	341	321	345	99.1	99.4	99.4
Grade 7	372	358	314	368	355	313	368	355	313	98.9	99.2	99.7
Grade 8	351	355	350	348	355	346	348	355	345	99.1	100	98.9
All Grades	1067	1036	1011	1057	1031	1004	1057	1031	1003	99.1	99.5	99.3

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2497.3	2485.7	2497.4	9	8.72	10.43	20	18.07	19.13	38	29.60	34.49	33	43.61	35.94
Grade 7	2500.7	2489.9	2499.7	11	6.48	6.71	14	15.77	18.53	36	34.37	30.99	40	43.38	43.77
Grade 8	2523.8	2537.7	2522.6	12	16.90	13.62	22	21.41	16.23	23	24.23	26.96	43	37.46	43.19
All Grades	N/A	N/A	N/A	11	10.77	10.37	18	18.43	17.95	32	29.39	30.81	39	41.42	40.88

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	18	14.33	17.68	35	35.20	37.68	47	50.47	44.64	
Grade 7	16	13.24	15.43	33	31.55	33.12	51	55.21	51.45	
Grade 8	29	29.01	24.06	24	31.55	28.70	47	39.44	47.25	
All Grades	21	19.01	19.18	31	32.69	33.17	48	48.30	47.65	

Problem Solving & Modeling/Data Analysis										
Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	11	6.85	9.57	45	47.66	50.72	43	45.48	39.71	
Grade 7	13	9.86	9.62	40	45.07	49.68	47	45.07	40.71	
Grade 8	8	13.80	12.17	53	40.00	48.41	40	46.20	39.42	
All Grades	11	10.28	10.48	46	44.13	49.60	43	45.59	39.92	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	8	11.21	11.01	55	39.25	45.51	37	49.53	43.48
Grade 7	13	8.17	9.00	50	51.27	54.98	37	40.56	36.01
Grade 8	14	17.18	13.04	51	49.58	52.75	35	33.24	34.20
All Grades	12	12.22	11.09	52	46.94	50.95	36	40.83	37.96

## **CAASPP Results Data Analysis**

### **English-Language Arts/Literacy**

#### **All Students**

While there is still room for improvement we continue to see growth in English Language Arts from the 2014-2015 testing year to the 2017-2018 testing year.

## Mathematics

### All Students

There is without doubt room for improvement with respect to mathematics; however we continue to see growth from the 2014-2015 testing year to the 2017-2018 testing year.

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	1534.6	1534.4	1534.3	112
Grade 7	1533.1	1526.0	1539.6	76
Grade 8	1558.4	1547.8	1568.5	81
All Grades				269

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	39	34.82	41	36.61	22	19.64	*	*	112
Grade 7	23	30.26	29	38.16	22	28.95	*	*	76
Grade 8	45	55.56	26	32.10	*	*	*	*	81
All Grades	107	39.78	96	35.69	49	18.22	17	6.32	269

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	59	52.68	40	35.71	*	*	*	*	112
Grade 7	36	47.37	31	40.79	*	*	*	*	76
Grade 8	51	62.96	23	28.40	*	*	*	*	81
All Grades	146	54.28	94	34.94	22	8.18	*	*	269

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	29	25.89	22	19.64	25	22.32	36	32.14	112
Grade 7	19	25.00	13	17.11	24	31.58	20	26.32	76
Grade 8	39	48.15	19	23.46	14	17.28	*	*	81
All Grades	87	32.34	54	20.07	63	23.42	65	24.16	269

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	45	40.18	55	49.11	12	10.71	112
Grade 7	23	30.26	46	60.53	*	*	76
Grade 8	39	48.15	39	48.15	*	*	81
All Grades	107	39.78	140	52.04	22	8.18	269

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	81	72.32	29	25.89	*	*	112
Grade 7	53	69.74	21	27.63	*	*	76
Grade 8	63	77.78	16	19.75	*	*	81
All Grades	197	73.23	66	24.54	*	*	269

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	31	27.68	27	24.11	54	48.21	112
Grade 7	20	26.32	18	23.68	38	50.00	76
Grade 8	37	45.68	20	24.69	24	29.63	81
All Grades	88	32.71	65	24.16	116	43.12	269

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	11	9.82	89	79.46	12	10.71	112
Grade 7	16	21.05	57	75.00	*	*	76
Grade 8	28	34.57	50	61.73	*	*	81
All Grades	55	20.45	196	72.86	18	6.69	269

### Conclusions indicated by the ELPAC data:

75.5% of all English learners are a level 3 or 4 overall in English language development.

Looking deeper into student achievement on the ELPAC, Oral Language is stronger than Written Language with 89.2% of all students scoring a level 3 or 4 in Oral Language compared to 52.4% of all students scoring a level 3 or 4 in Written Language.

Finally, the Reading Domain is the weakest of all 4 domains (Reading, Writing, Listening, and Speaking), with 32.7% of all students scoring "well developed," 24.2% of all students scoring "somewhat/moderately developed," and 43.1% of all students scoring at the "beginning" level.

**Action Plan: Planned Improvements in Student Performance****Performance Goal 1.1: English-Language Arts**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA PERFORMANCE GOAL:** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

**LCAP PUPIL OUTCOMES GOAL 2:** Students will be prepared to be college and career ready when they graduate from high school.

**LCAP ENGAGEMENT GOAL 3:** Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

**SCHOOL SMART GOAL:**

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June of 2019, 95% of 8th grade students will meet district promotion requirements including: attaining a 2.0 GPA, and no failing grades ("F" grade) in language arts, mathematics, science, or history, with no more than one failing grade in physical education or elective classes (93% of 8th graders promoted for the 2017-2018 school year)

By June of 2019, the number of students earning F's in grades 6 and 7 will decrease from first semester 2018. Arizona Middle School's end of the year Language Arts goal will be that 100% of students will be provided the following literacy strategies in ELA: Critical Reading, Constructed Response, Summary Writing, Focused Note Taking/revision, Inquiry-based Questioning as supported by Costa's Levels of Thinking, and Collaborative Study Groups (CSG's).

**Data Used to Form this Goal:**

Grades pulled from AERIES, teachers' individual ongoing progress reports, queries generated by counselors using AERIES, scores from common assessments, staff development agenda's, administrative classroom walk-through, CCR standards, Achieve 3000 Lexile, Interim Assessments

**Findings from the Analysis of this Data:**

At present we have 80.0% of our 8th grade students eligible for promotion; we have trained all teachers in literacy strategies with an increased focus on CSG's; and we are currently providing extended learning opportunity tutoring, after school tutorial, and homework help services to students receiving a D/F mark at the semester's grading period, as well as students identified as Title I.

**How the School will Evaluate the Progress of this Goal:**

Teachers, Counselors, and Administration will monitor student lexile levels, individual student grades and mark analysis. Findings from this data will be reviewed both individually and in PLC groups. Interventions will be in place and continue second semester of 2018 to meet the needs of students earning D's and F's. Administration will meet with all grade level departments following every 6 week grading period.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
<b>Standards-Based Core Curriculum and Assessment</b>	3 - Comprehensive PreK-12 program	Teachers provide all students in 6th, 7th, and 8th grade with Common Core aligned lessons and materials (Units of Study).	8/18	6/19			
	3 - Comprehensive PreK-12 program	Instructional coach-district LCFF funded.	8/18	6/19			
	3 - Comprehensive PreK-12 program	Teacher Librarian-district LCFF funded.	8/18	6/19			
<b>Research-based Strategy Instruction/ Supplemental Instruction</b>	9 - Learning organization	GATE: Honor's courses are offered in ELA/ Math core subjects to include Integrated Math courses.	8/18	6/19			
	3 - Comprehensive PreK-12 program	California Common Core State Standards (CCCSS): Material and supplies for teachers and students to use to meet the goals of CCCSS. Professional books, research-based strategies, and hands-on materials for student use. Venn diagrams, graphic organizers, sentence frames. Visuals to support various learning modalities (posters utilizing poster maker), standards based bulletin boards displays utilizing cutout maker.	8/18	6/19			
	3 - Comprehensive PreK-12 program	SWD Direct service classes in language arts, math, science, and history. Special Education Assistants assigned to support students in indirect classes. School-wide focus on LRE (Least Restrictive Environment)	8/18	6/19			
	9 - Learning organization	Targeted Intervention for all students not meeting grade level standards: tutoring for all students during Extended Learning Opportunity after school, tutoring by instructional aides, and by teachers, before school and at lunch. Service Also includes instructional coach supports.	8/18	6/19	1000-1999: Certificated Personnel Salaries	Title I	2109.80
	9 - Learning organization	Reading support for instructional materials i.e. Achieve 3000	8/18	6/19	4000-4999: Books And Supplies	LCFF-LI	3264.00
					4000-4999: Books And Supplies	LCFF-EL	3264.00
	8 - Learning environment to achieve excellence	Technology: Purchasing of Projector Units, printers, and Probook/laptops for Classroom instruction/ student access for 1-1 for use in core and elective classes.	8/18	6/19	4000-4999: Books And Supplies	LCFF-LI	3728.51
					4000-4999: Books And Supplies	Title I	4730.91

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	8 - Learning environment to achieve excellence	English Language Learners: Laser Jet Color Printer for student use in research printing in ELD/AALD courses.	8/18	6/19	4000-4999: Books And Supplies	LCFF-EL	579.28
	3 - Comprehensive PreK-12 program	Materials, supplies and professional development for classroom teachers to support common core state standards integrating writing across all disciplines.	8/17	6/18	4000-4999: Books And Supplies	LCFF-LI	500.00
	8 - Learning environment to achieve excellence	Student Engagement and Recognition: Supplemental materials to support student learning including, but not limited to: cardstock, dry erase markers, and whiteboards, plastic sleeves, sentence strips, rings, folders and binders, notebooks, student planners, awards, poster-maker paper, laminate, headsets, manipulatives, highlighters and other reading resources for expository reading, writing, listening, and speaking, as supported by our site literacy plan.	8/17	6/18			
Targeted Professional Development	2 - Collaborate with partners	Teachers participate in release days to analyze data in order to improve instructional strategies and implement research-based supplemental materials.	8/18	6/19	None Specified	LCFF-LI	8887.99
					None Specified	Title I	1364.04
	2 - Collaborate with partners	CCCSS: Professional development-off site PD training's, CRT, district/on-site teacher released days, Para-professional release days, instructional coach-led workshops, and additional hours pay to review CCSS lessons, pacing guides, assessments, and literacy plan.	8/18	6/19	None Specified	Title I	1500.00
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Teachers use District unit planning organizers in language arts to plan, sequence, and deliver lessons.	8/18	6/19			
	3 - Comprehensive PreK-12 program	AVID: WICOR Instructional strategies are used in all disciplines to ensure student success in all content area courses respectively.	8/18	6/19			
Academic-Centered Family and Community Engagement	4 - Communicate effectively	The following committees and organizations are available for family engagement at the site and district level: PTSA, ELAC, DELAC, PAC, SSC, GATE Advisory, Arizona Parent University (APU), Action Team for Partnership (ATP), Health and Wellness Committee, and District Advisory Committee.	8/18	6/19			

## Planned Improvements in Student Performance

### Performance Goal 1.2: Mathematics

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA PERFORMANCE GOAL:** All students will reach high standards, at a minimum attaining proficiency or better in mathematics.

**LCAP PUPIL OUTCOMES GOAL 2:** Students will be prepared to be college and career ready when they graduate from high school.

**LCAP ENGAGEMENT GOAL 3:** Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

#### **SCHOOL SMART GOAL:**

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June of 2019, 95% of 8th grade students will meet district promotion requirements including: attaining a 2.0 GPA, and no failing grades ("F" grade) in language arts, mathematics, science, or history, with no more than one failing grade in physical education or elective classes (93% of 8th graders promoted for the 2017-2018 school year)

By June of 2019, the number of students earning F's in grades 6 and 7 will decrease from first semester 2018. Arizona Middle School's end of the year mathematics goal will be that 100% of students will be provided the following literacy strategies in Math: Collaborative Study Groups.

#### **Data Used to Form this Goal:**

Grades pulled from AERIES, teachers' individual ongoing progress reports, queries generated by counselors using AERIES, scores from common assessments, staff development agenda's, administrative classroom walk-through, CCR standards, Achieve 3000, Interim Assessments.

#### **Findings from the Analysis of this Data:**

At present we have 80.0% of our 8th grade students eligible for promotion; we have trained all teachers in literacy strategies (Critical Reading, Constructed Response, Summary Writing, Focused Note Taking/revision, and Inquiry-based Questioning as supported by Costa's Levels of Thinking); and we are currently providing tutoring, after school tutorial, and homework help services to students receiving a D/F mark at the semester's grading period. This group is also inclusive of students identified as Title I.

#### **How the School will Evaluate the Progress of this Goal:**

Teachers, Counselors, and Administration will monitor site-based CFA's, individual student grades and mark analysis. Findings from this data will be reviewed both individually and in PLC groups. Interventions will be in place and continue second semester of 2019 to meet the needs of students earning D's and F's and students identified as Title I. Administration will meet with all grade level departments following every 6 week grading period.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
<b>Standards-Based Core Curriculum and Assessment</b>	3 - Comprehensive PreK-12 program	Teachers provide all students in 6th, 7th, and 8th grade with Common Core aligned lessons and materials (Units of Study).	8/18	6/19			
	3 - Comprehensive PreK-12 program	Instructional coach-district LCFF funded	8/18	6/19			
	3 - Comprehensive PreK-12 program	Teacher Librarian-district LCFF funded.	8/18	6/19			
<b>Research-based Strategy Instruction/ Supplemental Instruction</b>	3 - Comprehensive PreK-12 program	GATE: Honor's courses are offered in English and Math courses.	8/18	6/19			
	9 - Learning organization	Targeted Intervention for all students not meeting grade level standards: tutoring for all students during Prime Time tutoring after school, after school tutoring by instructional aides, and by teachers, before school and at lunch. Service also includes instructional coach supports	8/18	6/19	1000-1999: Certificated Personnel Salaries	Title I	2109.80
	8 - Learning environment to achieve excellence	Technology: Purchasing of Projector Units, printers, and Probook/laptops for Classroom instruction/ student access for 1-1 for use in core and elective classes.	8/18	6/19	4000-4999: Books And Supplies	LCFF-LI	3728.51
					4000-4999: Books And Supplies	Title I	4730.91
	9 - Learning organization	Intervention: Achieve 3000 district approved web-based intervention programs used to address student needs before, during or after school tutoring.	8/18	6/19	4000-4999: Books And Supplies	LCFF-LI	3264.00
					4000-4999: Books And Supplies	LCFF-EL	3264.00
	3 - Comprehensive PreK-12 program	CCCSS: California Common Core State Standards (CCCSS): Material and supplies for teachers and students to use to meet the goals of CCCSS. Professional books, research-based strategies, hands-on materials for student use. venn diagrams, graphic organizers, sentence frames, visuals to support various learning modalities (posters utilizing poster maker), standards based bulletin boards.	8/18	6/19			
	9 - Learning organization	Student Engagement and Recognition Supplemental materials to support student learning including, but not limited to document cameras, projectors, smart boards, bulbs, computers, tablets, ink, cardstock, dry erase markers, and whiteboards, plastic sleeves, sentence strips, rings, folders and binders, notebooks, student planners, awards, poster-maker paper, laminate,	8/18	6/19			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		headsets, manipulates, and reading resources.					
	9 - Learning organization	Materials, supplies and professional development for classroom teachers to support common core state standards integrating writing across all disciplines	8/18	6/19	4000-4999: Books And Supplies	LCFF-LI	500.00
	3 - Comprehensive PreK-12 program	SWD Direct service classes in language arts, math, science, and history. Special Education Assistants assigned to support students in indirect classes. School-wide focus on LRE (Least Restrictive Environment)	8/18	6/19			
Targeted Professional Development	3 - Comprehensive PreK-12 program	CCCSS: Professional development-off site PD training's, CRT, district/on-site teacher released days, Para-professional release days, instructional coach-led workshops, and additional hours pay to review CCSS lessons, pacing guides, assessments, and literacy plan.	8/18	6/19	None Specified	Title I	1500.00
	2 - Collaborate with partners	Teachers participate in release days to analyze data in order to improve instructional strategies and implement research-based supplemental materials.	8/18	6/19	None Specified None Specified	LCFF-LI Title I	8887.99 1364.04
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	AVID: WICOR Instructional strategies are used in all disciplines to ensure student success in content and elective courses.	8/18	6/19			
	3 - Comprehensive PreK-12 program	Teachers use District Unit Planning Organizers in math to plan, sequence, and deliver lessons.	8/18	6/19			
Academic-Centered Family and Community Engagement	4 - Communicate effectively	The following committees and organizations are available for family engagement at the site and district level: PTSA, ELAC, SSC, GATE, Advisory, Arizona Parent University (APU), Action Team for Partnership (ATP), Health and Wellness, Committee, District Advisory Committee.	8/18	6/19			
	2 - Collaborate with partners	Arizona Parent University (APU): Parent trainings ongoing provided by the site coordinator for Action Team for Partnerships (ATP) to educate and inform parents how to support their students in their education.	8/18	6/19			

## Planned Improvements in Student Performance

### Performance Goal 1.3: History/Social Studies (Secondary Only)

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA PERFORMANCE GOAL:** All students will reach high standards, at a minimum attaining proficiency or better in History/Social Studies.

**LCAP PUPIL OUTCOMES GOAL 2:** Students will be prepared to be college and career ready when they graduate from high school.

**LCAP ENGAGEMENT GOAL 3:** Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

#### SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June of 2019, 95% of 8th grade students will meet district promotion requirements including: attaining a 2.0 GPA, and no failing grades ("F" grade) in language arts, mathematics, science, or history, with no more than one failing grade in physical education or elective classes (93% of 8th graders promoted for the 2017-2018 school year)

By June of 2019, the number of students earning F's in grades 6 and 7 will decrease from first semester 2018. Arizona Middle School's end of the year history goal will be that 100% of students will be provided the following literacy strategies in History: Collaborative Study Groups, Oral Discourse development to include presentation skills, debate skills, and other areas of literacy listening and speaking domain.

#### Data Used to Form this Goal:

Grades pulled from AERIES, teachers' individual ongoing progress reports, queries generated by counselors using AERIES, scores from common assessments, staff development agenda's, administrative classroom walk-through, CCR standards, Achieve 3000, Interim Assessments.

#### Findings from the Analysis of this Data:

At present we have 80.0% of our 8th grade students eligible for promotion; we have trained all teachers in literacy strategies Collaborative Study Groups; and we are currently providing tutoring, after school tutorial, and homework help services to students receiving a D/F mark at the semester's grading period.

#### How the School will Evaluate the Progress of this Goal:

Teachers, Counselors, and Administration will monitor site-based CFA's, individual student grades and mark analysis. Findings from this data will be reviewed both individually and in PLC groups. Interventions will be in place and continue second semester of 2019 to meet the needs of students earning D's and F's and those of students identified as Title I. Administration will meet with all grade level departments following every 6 week grading period.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
<b>Standards-Based Core Curriculum and Assessment</b>	3 - Comprehensive PreK-12 program	Teachers provide all students in 6th, 7th, and 8th grade with Common Core aligned lessons and materials (Units of Study).	8/18	6/19			
	3 - Comprehensive PreK-12 program	SWD Direct Service classes in grade 6-8. Indirect students placed in clusters to be served by a push in collab model with the gen ed teacher and a SPED teacher in one classroom together in core content class. Special Education Assistants assigned to support students in indirect classes and collaborate with Special Education teachers.	8/18	6/19			
	3 - Comprehensive PreK-12 program	Instructional Coach-District LCFF funded	8/18	6/19			
	3 - Comprehensive PreK-12 program	Teacher Librarian-District LCFF funded	8/18	6/19			
<b>Research-based Strategy Instruction/ Supplemental Instruction</b>	9 - Learning organization	Achieve 3000 Reading Instructional Materials Support	8/18	6/19	4000-4999: Books And Supplies	LCFF-LI	3264.00
					4000-4999: Books And Supplies	LCFF-EL	3264.00
	3 - Comprehensive PreK-12 program	Technology: Purchasing of Projector Units, printers, and Probook/laptops for Classroom instruction/ student access for 1-1 for use in core and elective classes.	8/18	6/19	4000-4999: Books And Supplies	LCFF-LI	3728.51
					4000-4999: Books And Supplies	Title I	4730.91
	3 - Comprehensive PreK-12 program	Common Core State Standards (CCSS) Materials and supplies for teachers and students to meet the goals of CCSS. Professional books, research-based strategies and hands-on materials for student use.	8/18	6/19			
	8 - Learning environment to achieve excellence	Student Engagement and Recognition Supplemental materials to support student learning including, but not limited to document cameras, student planners projectors, smart boards, bulbs, computers, tablets, ink, card-stock, dry erase markers, and whiteboards, plastic sleeves, sentence strips, rings, folders and binders, notebooks, awards, poster-maker paper, laminate, headsets, manipulative, reading resources for expository reading.	8/18	6/19			
	9 - Learning organization	Targeted Intervention for all students not meeting grade level standards: tutoring for all students during Prime Time tutoring after school, after	8/18	6/19	1000-1999: Certificated Personnel Salaries	Title I	2190.80

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		school tutoring by instructional aides, and by teachers, before school and at lunch. Service also includes instructional coach supports.					
	9 - Learning organization	Materials, supplies and professional development for classroom teachers to support common core state standards integrating writing across all disciplines	8/18	6/19	4000-4999: Books And Supplies	LCFF-LI	500.00
	3 - Comprehensive PreK-12 program	SWD Direct service classes in language arts, math, science and history. Special Education Assistants assigned to support students in indirect classes. School-wide focus on LRE (Least Restrictive Environment).	8/18	6/19			
Targeted Professional Development	3 - Comprehensive PreK-12 program	Teachers receive ongoing instructional support in research based instruction strategies by instructional coaches during lesson study days.	8/18	6/19	None Specified	LCFF-LI	8887.99
					None Specified	Title I	1364.04
	6 - Support exemplary staff	Teachers use Professional Learning Community time for grade-level department development of lesson plans, pacing guides, common assessments, and instructional materials that support first best instructional practices.	8/18	6/19			
	6 - Support exemplary staff	CCCSS: Professional development-off site PD training's, CRT, district/on-site teacher released days, Para-professional release days, instructional coach-led workshops, and additional hours pay to review CCSS lessons, pacing guides, assessments, and literacy plan.	8/18	6/19	None Specified	Title I	1500.00
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Teachers use the Unit Planning Organizers to plan, sequence, and deliver lessons as well as site literacy plan documents.	8/18	6/19			
	3 - Comprehensive PreK-12 program	Multi-paragraph writing assignments/essays and research projects in history using Step-Up-To-Writing.	8/18	6/19			
	3 - Comprehensive PreK-12 program	Essays, research papers, and other writing projects in history require students to compare and contrast, distinguish fact from opinion, discern relevant from irrelevant information, detect different historical points of view, and recognize historical representations.	8/18	6/19			
Academic-Centered Family and Community Engagement	4 - Communicate effectively	The following committees and organizations are available for family engagement at the site and district level: PTSA, ELAC, SSC, GATE, Advisory, Arizona Parent University (APU), Action Team for Partnership (ATP), Health and Wellness,	8/18	6/19			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		Committee, District Advisory Committee.					
	7 - Family engagement	Arizona Parent University (APU) Parent training ongoing as provided by Parent Engagement Learning Initiative (PELI) Trainer of Trainers to support parent engagement for increased student achievement.	8/18	6/19			

## Planned Improvements in Student Performance

### Performance Goal 1.4: Science (Secondary Only)

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA PERFORMANCE GOAL:** All students will reach high standards, at a minimum attaining proficiency or better in Science.

**LCAP PUPIL OUTCOMES GOAL 2:** Students will be prepared to be college and career ready when they graduate from high school.

**LCAP ENGAGEMENT GOAL 3:** Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

#### SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June of 2019, 95% of 8th grade students will meet district promotion requirements including: attaining a 2.0 GPA, and no failing grades ("F" grade) in language arts, mathematics, science, or history, with no more than one failing grade in physical education or elective classes (93% of 8th graders promoted for the 2017-2018 school year)

By June of 2019, the number of students earning F's in grades 6 and 7 will decrease from first semester 2018. Arizona Middle School's end of the year science goal will be that 100% of students will be provided the following literacy strategies in Science: Collaborative Study Groups.

100% of students completed a science fair project during the 2018-2019 school year. Our goal is to have 25% of our students successfully meet the criteria to represent Arizona in Alvord's Science Fair (22% in 2015), and we will send 10% of those students to represent the District Science Fair.

#### Data Used to Form this Goal:

Grades pulled from AERIES, teachers' individual ongoing progress reports, queries generated by counselors using AERIES, scores from common assessments, staff development agenda's, administrative classroom walk-through, CCR standards, Achieve 3000, Interim Assessments

#### Findings from the Analysis of this Data:

At present we have 80.0% of our 8th grade students eligible for promotion; we have trained all teachers in literacy strategies collaborative study groups; and we are currently providing tutoring, after school tutorial, and homework help services to students receiving a D/F mark at the semester's grading period. This is also inclusive of our students identified as Title I.

#### How the School will Evaluate the Progress of this Goal:

Teachers, Counselors, and Administration will monitor site-based CFA's, individual student grades and mark analysis. Findings from this data will be reviewed both individually and in PLC groups. Interventions will be in place and continue second semester of 2019 to meet the needs of students earning D's and F's. Administration will meet with all grade level departments following every 6 week grading period.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
<b>Standards-Based Core Curriculum and Assessment</b>	3 - Comprehensive PreK-12 program	Teachers provide all students in 6th, 7th, and 8th grade with Common Core aligned lessons and materials (Unit Planning Organizers (UPOs). Similarly, teachers support students with NGSS lessons.	8/18	6/19			
	3 - Comprehensive PreK-12 program	SWD Direct Service classes in grades 6-8. Indirect students placed in clusters to be served by a push in collab model with the gen ed teacher and a SPED teacher in one classroom together in core content class. Special Education Assistants assigned to support students in indirect classes and collaborate with Special Education teachers.	8/18	6/19			
	3 - Comprehensive PreK-12 program	Instructional Coach-District LCFF funded.	8/18	6/19			
	3 - Comprehensive PreK-12 program	Teacher Librarian-District LCFF funded.	8/18	6/19			
<b>Research-based Strategy Instruction/ Supplemental Instruction</b>	3 - Comprehensive PreK-12 program	GATE: Honor's courses are offered in English and Math. We are currently offering STEM courses for students. At present students are strategically scheduled to support an honors environment.	8/18	6/19			
	1 - Alternative educational pathway	STEM electives including but not limited to: Robotics, 3-D printing, game programming, green STEM. Purchase of technology, licences, and materials to support the STEM program.	8/18	6/19			
	8 - Learning environment to achieve excellence	Technology: Purchasing of Projector Units, printers, and Probook/laptops for Classroom instruction/ student access for 1-1 for use in core and elective classes.	8/18	6/19	4000-4999: Books And Supplies	LCFF-LI	3728.51
	8 - Learning environment to achieve excellence	Student Engagement and Recognition Supplemental materials to support student learning including, but not limited to document cameras, projectors, smart boards, bulbs, computers, tablets, ink, card-stock, dry erase markers, and whiteboards, plastic sleeves,sentence strips, rings, folders and binders, notebooks, student planners, awards, poster-maker paper, laminate, headsets, manipulatives, reading resources for expository reading.	8/18	6/19	4000-4999: Books And Supplies	Title I	4730.91
	3 - Comprehensive PreK-12 program	Students have grown and maintain a community garden while learning about related science standards.	8/18	6/19			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	9 - Learning organization	Targeted Intervention for all students not meeting grade level standards: tutoring for all students during Prime Time tutoring after school, after school tutoring by instructional aides, and by teachers, before school and at lunch. Service also includes instructional coach supports.	8/18	6/19	1000-1999: Certificated Personnel Salaries	Title I	2109.80
	3 - Comprehensive PreK-12 program	Achieve 3000 Reading support program for instructional materials	8/18	6/19	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF-LI LCFF-EL	3264.00 3264.00
	9 - Learning organization	Materials, supplies and professional development for classroom teachers to support common core state standards integrating writing across all disciplines	8/17	6/18	4000-4999: Books And Supplies	LCFF-LI	500.00
	3 - Comprehensive PreK-12 program	SWD Direct service classes in language arts, math, science, and history. Special Education Assistants assigned to support students in indirect classes. School-wide focus on LRE (Least Restrictive Environment).					
Targeted Professional Development	3 - Comprehensive PreK-12 program	Teachers receive ongoing instructional support in research based instruction strategies by instructional coaches during lesson study days.	8/18	6/19	None Specified	LCFF-LI Title I	8887.99 1364.04
	3 - Comprehensive PreK-12 program	CCCSS: Professional development-off site PD training's, CRT, district/on-site teacher released days, Para-professional release days, instructional coach-led workshops, and additional hours pay to review CCSS lessons, pacing guides, assessments, and literacy plan.	8/18	6/19	None Specified	Title I	1500.00
	8 - Learning environment to achieve excellence	Professional development/on or off site training and workshops for implementing technology to support Common Core State Standards including: use of Safari Montage, Smart Board/Team Boards, Robotics, 3D, and any other computer or web-based tools for teachers to successfully implement Common Core State Standards (AERIES, EADMS, Blackboard connect).	8/18	6/19			
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Teachers use district Unit Planning Organizers in all core to plan, sequence, and deliver lessons, as well as NGSS Standards.	8/18	6/19			
	8 - Learning environment to achieve excellence	Instructional strategies for reading comprehension in all disciplines including AVID's WICOR as well as site literacy plan.	8/18	6/19			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	8 - Learning environment to achieve excellence	Utilize interactive notebooks and foldables to support visual and kinesthetic learners with spelling, vocabulary, photographs, diagrams, charts, graphs, print from magazine, newspapers, key ideas, note-taking, pictures, and organization of content by curricular area Venn diagram, graphic organizers, cutouts and content area posters, sentence frames. Visuals to support various learning modalities (posters utilizing poster maker, cutouts using the cutout maker).	8/18	6/19			
<b>Academic-Centered Family and Community Engagement</b>	8 - Learning environment to achieve excellence	Science Fair: Purchase Science Fair display boards and awards for student participation. Science fair open house viewing and awards family night event.	8/18	6/19			
	4 - Communicate effectively	The following committees and organizations are available for family engagement at the site and district level: PTSA, ELAC, SSC, GATE, Advisory, Arizona Parent University (APU), Action Team for Partnership (ATP) Health and Wellness, Committee, District Advisory Committee.	8/18	6/19			
	7 - Family engagement	Arizona Parent University (APU) Parent training ongoing as provided by Parent Engagement Learning Initiative (PELI) Trainer of Trainers (TOTs) to support parent engagement for increased student achievement.	8/18	6/19			

## Planned Improvements in Student Performance

### Performance Goal 2: English Learners

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA PERFORMANCE GOAL:** All limited-English-proficient students will attain proficiency in English, at minimum meeting annual measurable achievement objectives (AMAO).

**LCAP PUPIL OUTCOMES GOAL 2:** Students will be prepared to be college and career ready when they graduate from high school.

**LCAP ENGAGEMENT GOAL 3:** Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

#### SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June of 2019, 95% of 8th grade students will meet district promotion requirements including: attaining a 2.0 GPA, and no failing grades ("F" grade) in language arts, mathematics, science, or history, with no more than one failing grade in physical education or elective classes (93% of 8th graders promoted for the 2017-2018 school year)

By June of 2019, the number of students earning F's in grades 6 and 7 will decrease from first semester 2018. Arizona Middle School's end of the year goal will be that 100% of students will be provided the following literacy strategies: Collaborative Study Groups.

English Language Learner goals for 2018-2019 in Performance Indicator 2.1 continues to be that 65% of limited-English-proficient students make annual progress in learning English (improve by at least one level on ELPAC). Performance Indicator 2.2 continues to be that 27% of Cohort One (Less than 5 years) limited-English-proficient students will attain English proficiency on the ELPAC (score of 4 or higher) and 54% of Cohort Two (5 years or more) limited-English-proficient students will attain English proficiency on the ELPAC (score of 4 or higher). Performance Indicator 2.3 is currently inaccessible due to lack of a standardized performance indicator. Baseline data will be forthcoming from Summative Assessment results.

#### Data Used to Form this Goal:

Grades pulled from AERIES, teachers' individual ongoing progress reports, queries generated by counselors using AERIES, scores from common assessments, staff development agenda's, administrative classroom walk-through, CCR standards, Achieve 3000, Interim Assessments, ELPAC Assessment Scores.

#### Findings from the Analysis of this Data:

At present we have 80.0% of our 8th grade students eligible for promotion; we have trained all teachers in literacy strategies collaborative study groups; and we are currently providing tutoring, after school tutorial, and homework help services to students receiving a D/F mark at the semester's grading period to include our English Learner population.

#### How the School will Evaluate the Progress of this Goal:

Teachers, Counselors, and Administration will monitor site-based CFA's, individual student grades and mark analysis. Findings from this data will be reviewed both individually and in PLC groups. Interventions will be in place and continue second semester of 2019 to meet the needs of students earning D's and F's. Administration will meet with all grade level departments following every 6 week grading period.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
<b>Standards-Based Core Curriculum and Assessment</b>	3 - Comprehensive PreK-12 program	Administrators and teachers comply with and monitor implementation of instructional time for language arts/ELD, which is 57 minutes each day. Teachers ensure that on a daily basis, EL students with scores of Beginner or Early Intermediate use the Inside the US curriculum. McDougal Littell Language of Literature, and Bridges are used for all EL students. We are currently working with our AVID instructional coach to support an AVID ELD curriculum.	8/18	6/19			
	3 - Comprehensive PreK-12 program	6th-8th grade EL Newcomers are currently placed in an ELD and lab in addition to a sheltered ELA class where appropriate.	8/18	6/19			
	3 - Comprehensive PreK-12 program	7 & 8 th grade EL students with ELPAC scores of Beginner & Early Intermediate are enrolled in sheltered language arts, math, science, and history classes with a bilingual assistant for primary language support.	8/18	6/19			
	8 - Learning environment to achieve excellence	LTEL (Long Term English Learner) students are assigned the Advanced Academic Language Development (AALD) course as their elective.	8/18	6/19			
	3 - Comprehensive PreK-12 program	All teachers are CLAD or BCLAD certified and emphasize vocabulary development, reading comprehension, writing strategies and additional research-based strategies to assist EL students in overcoming language barriers, recoup academic deficits, and advance in their English proficiency.	8/18	6/19			
	8 - Learning environment to achieve excellence	We currently have 2 bilingual assistants in core content classes to serve the level 1 and 2 students. Currently both Bilingual assistants are district Title III funded personnel supports ELs with a push-in model in their core classes (ELA, Math, Science, History).	8/18	6/19			
	9 - Learning organization	EL Facilitator Stipend	8/18	6/19	1000-1999: Certificated Personnel Salaries	LCFF-EL	3870
<b>Research-based Strategy Instruction/ Supplemental Instruction</b>	3 - Comprehensive PreK-12 program	Technology: EL students will have access to technology equipment, hardware, and software to support Rosetta Stone, Imagine Learning, and Destinations. This includes but is not limited to technological program needs: bulbs for projectors, ELMOS, headphones, batteries, etc. Purchasing of hardware and software licenses to support Common Core Technology standard including but not limited to: Safari Montage,	8/18	6/19	4000-4999: Books And Supplies	LCFF-EL	3217.85

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		computers, laptops, tablets, computer storage carts, Smart Boards, Team Boards, document cameras, projectors, printers, networking, servers, robotics, 3D, STEM technology, and bulbs as needed. SAFARI Montage provides users with an integrated Learning Object Repository, Video Streaming Library, Media Delivery System and Digital Learning Platform. This year we also purchased Apple iPads for students.					
	9 - Learning organization	Bilingual assistants provide after-school tutoring once a week on early release Tuesdays.	8/18	6/19			
	9 - Learning organization	Teachers participate in release days to analyze data in order to improve instructional strategies and implement research-based supplemental materials for English Learner Students.	8/18	6/19	None Specified	LCFF-EL	5426.87
Targeted Professional Development	6 - Support exemplary staff	The bilingual instructional assistants regularly attends district meetings as well as monthly professional; development.	8/18	6/19			
	9 - Learning organization	Teachers are highly qualified to teach EL students using SDAIE and ELD strategies through having either a CLAD/BCLAD certificate or through new teacher credentialing training.	8/18	6/19			
	6 - Support exemplary staff	Professional development on or off site trainings and workshops for implementing programs to support Common Core State Standards include: Inside the US, Kate Kinsella 3D, Imagine Learning, and Rosetta Stone.	8/18	6/19			
	3 - Comprehensive PreK-12 program	Teachers receive ongoing instructional support in research based instruction strategies by instructional coaches during lesson study days. These dates specifically address ELL students.	8/18	6/19	None Specified	LCFF-EL	
Achievement/Data Driven Structure and Support	2 - Collaborate with partners	ELPAC data is used to measure student progress and monitor EL programs. Teachers meet weekly to analyze EL student scores from Common Formative Assessments, Arizona common assessments and to instructionally plan to meet student needs.	8/17	6/18			
Academic-Centered Family and Community Engagement	2 - Collaborate with partners	The English Language Advisory Committee meets regularly during the school year to offer input for Arizona's EL program, advise and offer input for interventions and materials. Training is provided for members based on an annual needs assessment. Training topics include, but are not limited to: attendance, state testing, CELDT, Common Core State Standards, How to Help a Child with Homework, AERIES Parent Portal and others as needed. Our site ELAC Team has been integral to	8/17	6/18			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		our success and growth.					
	7 - Family engagement	Parents attend local CAFE conference to enhance their knowledge of school programs. This year we sent a parent and teacher to the CAFE National Conference.	8/17	6/18	None Specified	LCFF-EL	5000.00
	4 - Communicate effectively	Bilingual Translation: Translation is available for parents during registration, parent-teacher conferences, ELAC/SSC, and other school related activities to increase parent engagement. Oral and written communication is provided in the home language as designated at the time of enrollment.	8/17	6/18			
	7 - Family engagement	Arizona Parent University (APU): On-going parent training are provided annually by Parent Engagement Learning Initiative (PELI) to support parent engagement for increased student achievement. Topics include: Common Core State Standards, AERIES Parent Portal, How to Help Your Student with Homework when you do not speak English, Preparing for College, and Nutrition.	8/17	6/18			
	7 - Family engagement	On-site childcare support services	8/17	6/18	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries		

## Planned Improvements in Student Performance

### Performance Goal 3: Safe and Drug-Free Environment Conducive to Learning

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA PERFORMANCE GOAL:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.

**LCAP ENGAGEMENT GOAL 3:** Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

#### SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, the average daily attendance will increase by 0.5%.

By June 2019, suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 1.5%.

#### Data Used to Form this Goal:

Monthly ADA reports for monitoring and District Chronic Absent reports for attendance monitoring.

Monthly review of discipline data to include AERIES Analytics dashboard.

Suspension and expulsion data from district and California School Dashboard 5x5 grid.

#### Findings from the Analysis of this Data:

Attendance reports indicate that our average daily attendance continues to be at or above 96.00% on average with some months reaching at or above 97%.

Our 1st semester suspension rate total is 24

Our 1st semester expulsion rate total is 5

#### How the School will Evaluate the Progress of this Goal:

Monthly ADA is charted and presented to parent groups (i.e. ELAC) and addressed at staff meetings.

Comparison of annual suspension and expulsion findings from Students Services are also addressed at all Staff Meetings and Parent Meetings.

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
<b>Standards-Based Core Curriculum and Assessment</b>	5 - Develop character of students	All teachers build assets by being aware of patterns of student behavior, building relationships with students, connecting students to school activities and clubs, carnivals, promotion activities, and maintaining a positive and caring climate.	8/18	6/19			
	9 - Learning organization	The Student Success Team (SST) works with students who are identified and referred by their teachers, counselors, and parents as having academic or social problems. The SST monitors student growth and progress and calls regular meetings to get feedback from parents, staff, and students.	8/18	6/19			
	8 - Learning environment to achieve excellence	The school furnishes incentives for academic, physical fitness, fine arts, and attendance improvement. Academic awards include: most improved, honor roll and Presidential awards. Students also participate in a monthly student recognition along with pre-promotion incentives.	8/18	6/19			
	2 - Collaborate with partners	A mental health service provider is on site and available to students, parents, and teachers one day a week for support in mental health, building social skills, and an integral part of the PBIS site team.	8/18	6/19			
	2 - Collaborate with partners	The guidance office provides students with short-term crisis intervention counseling, referral services, drug and alcohol awareness education, bullying presentations, and support groups. Currently our focus includes college and career readiness.	8/18	6/19			
	8 - Learning environment to achieve excellence	Counselors discuss organization, responsibility and study skills with students. The guidance office and support personnel also provide program changes based on student needs. Student academic counseling is our greatest need.	8/18	6/19			
<b>Research-based Strategy Instruction/ Supplemental Instruction</b>	4 - Communicate effectively	The rules are read over the morning announcements at the beginning of the school year and discussed at length during fall and spring discipline assemblies.	8/18	6/19			
	9 - Learning organization	Canine detection, School Resource Office on call, Wylie Center and PRIME Time counseling resources are available. We also partner with local universities for counseling interns.	8/18	6/19			

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	4 - Communicate effectively	Counselors conduct presentations in classes throughout the school year (i.e. guidance lessons).	8/18	6/19			
	5 - Develop character of students	An annual Anti-Bullying video presentation is provided to all students by administration. The presentation is created by students.	8/18	6/19			
	8 - Learning environment to achieve excellence	High visibility by school administrators, counselors, OCI teacher, and campus supervisors before school, during passing periods and lunch, and after school. An adult is always present to provide support where needed.	8/18	6/19			
	8 - Learning environment to achieve excellence	Before School CSG's (Collaborative Study Groups) Tutoring Supports	8/18	6/19	None Specified	Title I	1000.00
Targeted Professional Development	6 - Support exemplary staff	Teachers receive training and support regarding bullying, school safety, blood-borne pathogens, lice detection, canine detection services, health and wellness, drug awareness, and Red Ribbon Week (RRW) activities at staff development meetings on-going.	8/18	6/19			
	6 - Support exemplary staff	Teachers receive annual Anti-bullying staff development and specific training in how to respond to students when they report bullying. Teachers have also received Active Shooter Training.	8/18	6/19			
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	District created Unit Planning Organizers have been carefully thought out to incorporate values, morals, ethics, and character building. AVID lessons also include important life and character building components.	8/18	6/19			
	3 - Comprehensive PreK-12 program	Analysis of Physical Education's Physical Fitness Test (PFT) data supports overall physical fitness, health, and wellness.	8/18	6/19			
Academic-Centered Family and Community Engagement	4 - Communicate effectively	Review suspension and expulsion data with advisory groups, as well as on campus interventions.	8/18	6/19			
	8 - Learning environment to achieve excellence	Counselor promotion presentation provided to all students and were followed by individual student/parent counselor meetings for those not meeting standards.	8/18	6/19			

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	7 - Family engagement	Math Night/College Career Day	8/18	6/19	None Specified	Title I	1000.00

## Planned Improvements in Student Performance

### Performance Goal 4: High School Graduation and College Readiness

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA PERFORMANCE GOAL:** All students will graduate from high school and be college/ career ready.

**LCAP CONDITIONS OF LEARNING GOAL 1:** Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

**LCAP PUPIL OUTCOMES GOAL 2:** Students will be prepared to be college and career ready when they graduate from high school.

**LCAP ENGAGEMENT GOAL 3:** Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

#### SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June of 2019, 95% of 8th grade students will meet district promotion requirements including: attaining a 2.0 GPA, and no more than 1 F. 2017-2018 90% of 8th grade students met district promotion requirements.

By June of 2019, 100% of 8th grade students will have a 4 year plan that addresses college and career goals and courses needed in high school to support these goals, as well as, will have taken the PSAT 8/9 a college preparation exam.

By June of 2019, 100% of 7th grade students will have taken a mock pre-collegiate preparation exam.

#### Data Used to Form this Goal:

Grades pulled from AERIES, teachers' individual ongoing progress reports, queries generated by counselors using AERIES, scores from site-based CFA's, counselor data regarding academic meetings.

#### Findings from the Analysis of this Data:

At present 100% of 8th grade students have taken PSAT 8/9 and approximately 80.00% are eligible for promotion. During 2nd semester counselors will begin working with 8th grade students creating 4 year plans. Counselors have also met with 6th and 7th grade students and their parent/guardians regarding promotion requirements.

#### How the School will Evaluate the Progress of this Goal:

Teachers will monitor individual student grades and report out in PLCs. Interventions will continue second semester of 2019 to meet the needs of students earning D's and F's.

Administration and counselors will meet with all grade level departments following every 6 week grading period.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
<b>Standards-Based Core Curriculum and Assessment</b>	3 - Comprehensive PreK-12 program	All students will be taught rigorous coursework in a manner which prepares them to enter college or a career should they so choose. A CCR framework is used to support goals in meeting this end.	8/18	6/19			
	3 - Comprehensive PreK-12 program	A-G posters are displayed throughout the school.	8/18	6/19			
<b>Research-based Strategy Instruction/ Supplemental Instruction</b>	3 - Comprehensive PreK-12 program	Arizona Middle School is an AVID National Demonstration school and boasts a strong AVID program with a range AVID elective sections.	8/18	6/19			
<b>Targeted Professional Development</b>	8 - Learning environment to achieve excellence	AVID: The AVID Coordinator, AVID Elective teachers, new group of core teachers, Principal, and AVID counselor attend the AVID Summer Institute, administrator breakfast, and coordinator workshops, The Write Path, Tutorology, Focused Notetaking, and required tutor trainings. Selected staff to attend AVID's EXCEL/ELCR training for instructional ELD strategies in all disciplines.	8/18	6/19			
<b>Achievement/Data Driven Structure and Support</b>	2 - Collaborate with partners	All students are provided the opportunity to visit colleges and learn what they can do now to be college-ready. Buses are provided for transportation through a partnership with Hillcrest High.	8/18	6/19			
	8 - Learning environment to achieve excellence	All students are provided the opportunity to visit colleges and learn what they can do now to be college-ready. Buses are provided for transportation.	8/18	6/19			
	2 - Collaborate with partners	Teachers meet weekly in their grade level or department PLC's to analyze student scores on common assessments as well as to plan instruction.	8/18	6/19			
<b>Academic-Centered Family and Community Engagement</b>	4 - Communicate effectively	School issued planners support school-wide organization, study skills and work habits, to compile track/monitor student work ongoing.	8/18	6/19			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	7 - Family engagement	Parents encouraged to attend workshops, programs, informational nights to enhance their knowledge of graduation requirements/college programs. Childcare and translation services provided.	8/18	6/19			
	7 - Family engagement	The following committees and organizations are available for family engagement at the site and district level: PTSA, ELAC, DELAC, PAC, SSC, GATE Advisory, Arizona Parent University (APU), Action Team for Partnership (ATP), Health and Wellness Committee, and District Advisory Committee.	8/18	6/19	None Specified	LCFF-EL	500.00
	4 - Communicate effectively	BlackBoard Connect is used to inform parents about student progress, school events, opportunities for involvement, and committee meetings, as well as an electronic marquee.	8/18	6/19			
	7 - Family engagement	Students and parents are encouraged to attend Riverside's annual College and Career Fair, and Hillcrest Career Night.	8/18	6/19			
	7 - Family engagement	Students and parents are encouraged to attend Riverside's annual College and Career Fair, and Hillcrest Career Night.	8/18	6/19			
	8 - Learning environment to achieve excellence	College Visits to California Colleges and Universities	8/18	6/19	None Specified	Title I	1000.00

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF-EL	31,650	0.00
LCFF-LI	65,522	0.00
Title I	41,900	0.00

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-EL	31,650.00
LCFF-LI	65,522.00
Title I	41,900.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel	LCFF-EL	3,870.00
4000-4999: Books And Supplies	LCFF-EL	16,853.13
None Specified	LCFF-EL	10,926.87
4000-4999: Books And Supplies	LCFF-LI	29,970.04
None Specified	LCFF-LI	35,551.96
	Title I	1,364.04
1000-1999: Certificated Personnel	Title I	8,520.20
4000-4999: Books And Supplies	Title I	18,923.64
None Specified	Title I	13,092.12

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
	1,364.04
1000-1999: Certificated Personnel Salaries	12,390.20
4000-4999: Books And Supplies	65,746.81
None Specified	59,570.95

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Area	Total Expenditures
Reading/Language Arts	29,928.53
Mathematics	29,349.25
History/Social Studies (Secondary Only)	29,430.25
Science (Secondary Only)	29,349.25
Limited English Proficient Students	17,514.72
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	2,000.00
High School Graduation/College Readiness	1,500.00

**Program Descriptions**  
**School Based Coordinated Program (SBCP)**

**Intent**

To provide school site flexibility in the use of certain state-funded categorical resources.

**Description of Site Program**

The SBCP legislation provides greater flexibility for schools and school districts to better coordinate the funds they receive while ensuring that schools continue to receive funds to meet their needs. This legislation focuses authority to exercise such flexibility at the school level, with the approval and under the policy direction of the governing board. The School Site Council decides which funding sources it wishes to coordinate. The funding sources are:

- a) Local Control Funding Formula-Low Income (LCFF-LI)
- b) Local Control Funding Formula-English Learners (LCFF-EL);
- c) Title I (if applicable)

The greatest benefits of becoming a SBCP school is the opportunity afforded teachers, other school staff, the Principal, parents, and students (in secondary schools) to work together to design and implement a program in which resources received by the school are coordinated and utilized to ensure that all students acquire the knowledge, the understanding, and the skills of the core curriculum of the district. It is the opportunity to focus the attention of the entire school community on what is and should be happening for all the students in the school, rather than looking at what the separate funding resources seem to be dictating for certain groups of students within the school population. By providing an integrated program, planned jointly by classroom teachers and specialist teachers, a SBCP also presents the opportunity to more effectively coordinate instructional delivery systems needed by students who have a combination of special needs. A SBCP plan must address the needs of all students, even when funding for those students is not included in the plan. Funds must be expended as specified in the school plan.

**Coordination of Services**

Expenditures are directly related to the core curriculum and advance the goals in the Local Education Agency Plan, and achievement of the student outcomes in the district's Strategic Plan, and the Local Control Accountability Plan. Coordination between categorically funded staff and regular staff is emphasized to provide a cohesive program for all students. Grade-level and subject-specific meetings as well as Leadership Team meetings are designed to facilitate coordination and planning. Paraprofessionals and teachers also meet regularly to implement a well-articulated program that enables student learning. This site's teaching staff continuously assesses and modifies instruction to ensure that students are experiencing success with the core curriculum. Staff development is structured to promote student success in meeting state/district standards in all subject areas. Teachers, parents, and students have opportunities for input to the curriculum throughout the school year. All staff members work together to provide a coherent program for all students on a continuous basis.

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

- o Local Control Funding Formula-Low Income (LCFF-LI)
- o Control Funding Formula-English Learners (LCFF-EL);
- o Title I (if applicable);
- o Special Education (including specially designed academic instruction and related services).

**Objectives**

LCFF-LI, LCFF-EL, & Title I funds provide educational resources that supplement the core curriculum for Limited Income, English Language Learners, and targeted assistance students receiving Title I support.

Implement and maintain a focus on college and career readiness supported by AVID's College Readiness Coaching Tool and research practices outlined in "Teaching Practices from America's Best Urban Schools" (Johnson et.al) "The Use of Data in School Counseling" (Hatch), "The Will to Lead, the Skill to Teach-Transforming Schools at Every Level" (Muhammad et.al), "Mindset-The New Psychology of Success; How we can learn to fulfill our potential" (Dweck), and "The Principal-Three Keys to Maximizing Impact" (Fullan).

Continuous growth in the school's AVID program to reach AVID School wide Site of Distinction. Currently, Arizona has been recognized as an AVID National Demonstration School, which places us in the top 4% of school's Nationally. Similarly, have applied for School-wide site of Distinction and were recognized as an AVID Schoolwide site of distinction for the 2018-2019 school year.

Support our EL students with AVID supports creating a hybrid AVID Excel program.

Maintaining equipment and software to manage the library as well as providing access to electronic resources for students. We have added a full mobile cart of laptops to our computer lab.

During Fall of 2016 we increased the number of mobile computer labs to have 5 mobile carts with 36 laptops in each to integrate technology across the disciplines. We continue to have our one stationary labs with a class set of computers in each. We continue to build on those starting technology supports year-to-year to allow students be better access the curriculum.

**Program Descriptions**  
**Title I Schoolwide (SWP) or Targeted Assistance School (TAS) Program**

**Intent**

The intent of Title I, Part A, is to improve the teaching and learning of children who are at risk of not meeting challenging academic standards and who reside in areas with high concentrations of children from low-income families. In addition, to support effective, research-based educational strategies that close the achievement gap between high and low-performing students and enable the students to meet the state's challenging academic standards.

**Description of District Program**

Each eligible Title I SWP or TAS school develops, in consultation with the LEA, a comprehensive School Plan for Student Achievement (SPSA). The SPSA is used to guide the instructional program and ensure alignment with the goals and targets of the LEAP. The SPSA provides opportunities for all students to meet proficient and advanced levels of student academic achievement as defined by the state.

This SPSA describes how each school will implement the following Title I components:

- o A comprehensive needs assessment of the entire school using School Data Profiles, and State/District assessment data that has been reviewed and analyzed to develop reform strategies;
- o School wide reform strategies
  - opportunities for all children to meet the State's proficient and advanced levels of academic achievement
  - use effective methods and instructional strategies that are based on scientifically-based research that strengthen the core academic program in the school;
  - increase the amount and quality of learning time, such as providing an extended school year, before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
  - include strategies for meeting the educational needs of historically underserved populations such as females and African Americans
  - include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards, which may include counseling, pupil services, and mentoring services; college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and the integration of vocational and technical education programs; and address how the school will determine if such needs have been met; and are consistent with, and are designed to implement the State and local improvement plans.
- o Instruction by highly qualified teachers.
- o High-quality and ongoing professional development for teachers, principals, and paraprofessionals, parents, community members, and other staff to enable all students in the school to meet the State's student academic achievement standards.
- o Strategies to attract high-quality highly qualified teachers to high-need schools.
- o Parental involvement strategies include participating in plan writing (developing, implementing, evaluating), developing School-Parent Compact, Parent Involvement Policy, attending Site/District committees, partnering with Site/District professional development activities, and decision-making regarding how funds are allocated for parental involvement activities.
- o Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. The District provides a variety of school-based and work-based learning opportunities aligned to academic content standards. Through the Regional Occupation Program, career academies, and other career technical programs, students have access to programs that meet University of California a-g requirements and are articulated with the community college and California State University system. Through partnerships with the Riverside Community College and California State University campuses, teachers collaborate and articulate curriculum, pathways are defined, and the need for remediation in English, ELD and mathematics are being addressed prior to graduation from high school.

- o Measures to include teachers in the decisions regarding the use of academic assessments described in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- o Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement shall be provided with effective, timely additional assistance which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- o Coordination and integration of Federal, State, and local services and programs, including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- o Supplemental programs reflect the needs of at-risk, ELL, GATE, RSP/SDC, and disabled students, and may include services for social, emotional and physical challenges through access to psychologists, personal services consultants, counselors, and nurses.
- o Homeless students are provided with immediate enrollment, transportation, age-appropriate tutorial sessions, peer counseling, and mentoring and parenting skill development. Additional support includes college/career awareness and preparation, the integration of vocational and technical education, applied learning, and team teaching.

Title I funds may only be used to supplement, not supplant.

### **District Objectives**

The District goal for Title I School wide (SWP) and Targeted Assisted Schools (TAS) is to improve student achievement to meet the State's proficient and advanced skills in the language arts and mathematics program

### **Description of Site Program**

Arizona Middle School intends to improve student achievement on the State's summative assessment in language arts and mathematics. Achieve 3000 Differentiated Literacy will be used as intervention with identified students in grades 6, 7, 8 with the intent of increasing students' proficiency levels to proficient or advanced in English Language Arts. Through partnership with the California Gear-Up program Arizona Middle School intends to improve student achievement in mathematics. The partnership is presently at the beginning identifying needs to best address strategies for needed changes.

**Personnel** (List the staff to be paid from Categorical Funds. DO NOT list additional hours. List the positions, percentage and cost for each funding amount.)

At present there are no staff to be paid from Categorical funds at Arizona Middle School.

Title	Description

### **Objectives**

The objective of our Title I Targeted Assistance is to improve student achievement in Literacy and Numeracy, which is consistent with the District's objectives. We aim to accomplish this through extended learning supports, technology supports, data team reviews, and teacher capacity building.

## Program Descriptions English Learner (EL) Program

### Intent

To develop English Learners' proficiency in English and in the district's core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study with curriculum designed for such students.

EL students who acquire a good working knowledge of English during a temporary transition period and meet the district's transfer criteria are then transferred into English-language mainstream classrooms. EL students are re-classified as fluent English proficient after meeting established criteria to ensure that these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school district's average native English-language speakers.

### Description of District Program

The Alvord Unified School District currently provides the following basic instructional service programs to identified English Learner (EL) students:

- o Structured English Immersion (SEI): K-12 EL students who are assessed on the English Language Proficiency Assessments for California (ELPAC) and score at "less than reasonable levels of fluency in English" receive a minimum of 30 minutes daily English Language Development (ELD) instruction at their fluency level, and access to core content subjects through specially designed academic instruction in English (SDAIE) techniques and primary language support. The district uses ELPAC levels 1-3 to identify the SEI students. Standards-based ELD instruction focuses on essential English listening, speaking, reading and writing skills, and is directed to students' English proficiency levels. Teachers provide comprehensible core content instruction, based on state grade-level standards, and appropriate SDAIE instructional strategies. Bilingual Instructional Assistants provide primary language support for core content instruction. In the SEI program, both ELD and content courses are taught by teachers with appropriate EL State authorizations or interim teachers in training for the appropriate EL State authorizations.
- o English Language Mainstream (ELM): K-12 EL students who are assessed on the ELPAC and score at "reasonable levels of fluency in English" (ELPAC levels 4 - 5) receive standards-based ELD instruction daily, with listening, speaking, reading and writing skills at students' English proficiency levels. SDAIE strategies continue to be used in the core content subjects. Teachers in the ELM classroom are responsible for providing services and instruction that continues the students English Language Development, prepares them for reclassification, and recoups any academic deficits that may have been incurred in the core curriculum as a result of language barriers. Teachers in the ELM program hold appropriate State EL authorizations or, as interim teachers, are in training for those authorizations.
- o Alternative bilingual program: Spanish speaking K-12 EL students whose parents sign and are granted a parental waiver are enrolled in the district alternative bilingual program. Students enrolled in this program receive daily standards-based academic instruction through their primary language in core content subjects and daily standards-based English instruction in ELD. As students increase their English proficiency, they receive access to increasing amounts of English core instruction, provided through SDAIE instructional strategies.

The Alvord Unified School District uses state LCFF funds and federal funds, including Title III funding to provide the following supplemental services to increase the effectiveness of instruction for EL students:

- o Professional Development, mentoring, and coaching of district stakeholders including teachers, administrators, paraprofessionals, other staff, parents, or community members to increase the linguistic and academic achievement of English learners
- o Staff development includes use of Instructional Specialists-English Learners to provide research-based support for elementary and/or secondary teachers, staff, and parents of EL students involved with instruction for English Learners, including tutorials (before and after school hours), intervention programs (during the school day), or summer school classes targeted to EL student needs.
- o Bilingual assistants at each school to provide primary language support in core academic subjects for English Learners with a focus on EL students at lower proficiency levels.

A District Title III Year 4 Action Plan has been implemented to meet the Proficient goals of Annual Measureable Achievement Objective (AMAO) 3 in Reading/Language Arts and mathematics and maintain continued achievement of AMAO 1 & 2. The Plan incorporates quarterly monitoring of site/District strategies including:

- o use of EL assessment data
- o collaborative EL lesson planning
- o administrator supervision of differentiated instruction
- o implementation of EL differentiated professional development strategies
- o improved EL access to core, intervention and advanced materials and courses
- o increased EL parent/advisory training to understand/assist their own children's educational needs

Title III funds may only be used to supplement, not supplant.

#### **Description of Site Program**

EL students are scheduled in a Structured English Immersion program that includes English language development and sheltered classes in English language arts, math, science, and history. The English Learner program provides services to second language learners through qualified teachers, ELD and Sheltered courses, and primary language support. Students are placed in ELD and sheltered classes based on their ELPAC scores (previously CELDT scores). Primary language support is used to clarify directions and clarify concepts. Sheltered courses parallel both the content and concepts of the state standards in the core curriculum. ELD teachers utilize Inside the US (Hampton-Brown), High Point (Hampton-Brown), Language of Literature/Bridges to Literature (McDougal-Littell), and supplementary reading materials. The teachers of ELD and Sheltered courses possess CLAD/BCLAD (Cross-cultural Language Academic Development/Bilingual CLAD). Teachers of sheltered classes use SDAIE methodologies. LCFF-EL funds provide educational assistance and materials/equipment to students with limited English proficiency.

EL students participate in language study in a variety of contexts ranging from informal classroom conversations to teacher-directed instruction in language forms and structures. Teachers model and teach the language patterns and vocabulary needed to understand and participate in the study of the language arts and other content areas. Students learn English phonology, morphology, (including spelling and syllabication patterns), syntax, and semantics through teacher modeling classroom interaction, and teacher-directed instruction (Reading/Language Arts Framework, CDE, 2006). Two part-time bilingual instructional assistants provide primary language support for Spanish-speaking students with ELPAC levels 1-3.

The Arizona English Language Advisory Council (ELAC) provides parents with opportunities to have input into the EL program. The ELAC meets every month during the school year to plan activities, advise parents on programs, and offer input into the EL program. The ELAC works with the District English Language Advisory Council (DELAC) in a number of areas.

**Personnel** (List the staff to be paid from Categorical Funds. DO NOT list additional hours. List the positions, percentage and cost for each funding amount.)

We continue to have two six hour Bilingual Assistants: Multi-funded 50% Title I District and 50% Title III District (TI-\$26,308 & \$21,515) and (TIII-\$26,308 & \$21,515)

English Learner Facilitator Stipend: 100% LCFF-EL Site (\$3,307)

Title	Description
Bilingual Assistant	<p>There are two 6 hour bilingual instructional assistant provides primary language support to students with a proficiency level of Beginning, Early Intermediate, and low Intermediate, works with students individually and in small groups, assisting with specific learning tasks.</p> <p>Assists students by interpreting classroom assignments; read to students and listen to students read.</p> <p>Assists students with audio-visual aids and assists in preparing progress reports for students.</p> <p>Assist teacher with parent contacts.</p> <p>Provide additional tutoring and academic support on early release Tuesdays.</p>
English Learner Facilitator	<p>Our EL Facilitator attends district meetings, plans professional development for teachers to support implementation of EL program, build capacity and maintain EL records and communications, assists with redesignation process.</p>

### **Objectives**

Utilizing the Summative Assessment, to measure English and mathematics proficiency, along with the ELPAC and site-based Common Formative Assessments our goal is to re-classify EL students and to increase EL proficiency in reading and writing on the ELPAC. Similarly, our goal is to move our Long Term English Learner students out of their support courses. We strive to have EL learners attain a C or higher in their ELA classes. LCFF-EL funds provide reading materials, computers, software, equipment, materials, and intervention tutoring. Support is provided in all core content classes by two 6-hour bilingual assistants.

**Program Descriptions**  
**Gifted and Talented Education (GATE) Services**

**Intent**

To identify gifted and talented students, including those from diverse racial, socio-economic, linguistic, and cultural backgrounds, and provide high quality differentiated learning opportunities that meet the students' particular abilities and talents.

**Description of District Services**

Gifted and Talented Education services shall be available to provide unique learning environments and opportunities for pupils who are identified as gifted and talented as measured by tests and demonstrations of intellectual achievement and unique production. Full participation of pupils from economically disadvantaged and varying cultural backgrounds shall be ensured.

The Alvord Unified School District is committed to providing appropriate and challenging services to meet the diverse needs of gifted and talented students. Administrators, teachers and parents are provided with growth opportunities in meeting these needs. Given a stimulating learning environment, students meet their full potential and demonstrate their unique productive talents as they work through challenging situations

The Alvord Unified School District GATE services have provisions for:

- o Differentiated opportunities for learning commensurate with abilities and talents of individuals
- o Development of sensitivity and responsibility to others
- o Assistance in developing self-generating problem-solving abilities
- o Support in developing a realistic and healthy self-concept
- o Alvord Unified School District has a wide range of options for GATE students at varying sites:
  - Differentiation within the regular classroom
  - Enrichment opportunities
  - Special group instruction away from the regular class
  - Classes in which GATE students are clustered
  - Seminars and study trips
  - Grade level advancement
  - College level courses (Honors, Advanced Placement, International Baccalaureate)

GATE students receive differentiated curriculum and instruction throughout the regular school day, as well as during enrichment opportunities. Appropriate differentiation refers to the following principles, when applied to the standard adopted instruction and curriculum: Depth, Complexity, Novelty, and Acceleration, according to standards adopted by the California Association for the Gifted (CAG).

**Description of Site Services**

To provide an enriched and differentiated curriculum for identified students in challenging learning experiences that enable students to explore subject matter concepts in greater depth and complexity. GATE students are provided with opportunities for acceleration in Honors Language Arts and accelerated math courses. At the 8th grade level students are able to take integrated math courses which typically are a grade level above.

Enrichment classes are offered at each grade level to enable students to extend their learning of the core content and to expand their understanding of different perspectives. Enrichment classes consist of AVID, ASB, Band (Beginning or Advanced), STEM Robotics and 3-D printing technology, Green STEM, and art. Arizona Middle School continues to offer Spanish 1 elective supporting students foreign language requirement for both high school graduation as well as college admissions.

Teachers are in-serviced on differentiating for GATE students during regular staff meetings/staff development meetings and during district-wide staff development workshops. Teachers discuss instructional strategies during department and team meetings to insure mastery from GATE students. The subject matter content is modified in the following ways: content, process skills, and products or outcomes of learning. Teachers differentiate the curriculum in the core subjects and modify instruction by accelerating or individualizing instruction when appropriate. Content differentiating includes, but is not limited to the following: pacing, complexity, and novelty. Creative thinking is encouraged in all classes as a method to differentiate process skills. Lessons enable students to demonstrate fluency, flexibility, originality, problem solving, and

critical thinking. Teachers emphasize multiple modes of expression in student products. Independent study skills are developed in all core classes.

Awards and positive incentives for citizenship, attendance, academics, improvement, and leadership include awards, gift certificates from the local businesses, reward dances, honor roll recognition, and the end-of-the-year awards ceremony.

### **Objectives**

Utilize technology resources to support adaptive learning/ personalized learning for GATE students. The technology resources supported adapt to the students ability level allowing for enrichment where appropriate and in some cases support. For example Achieve 3000 adapts as students progress and meet benchmark goals.

## **Program Descriptions Special Education Program**

### **Intent**

All individuals with exceptional needs have a right to participate in free appropriate public education. Special educational instruction and services for these persons are needed in order to ensure the right to an appropriate educational opportunity to meet their unique needs, prepare them for further education, employment and independent living.

### **Description of District Services**

Special Education ensures that all individuals with exceptional needs are appropriately identified and assessed. Students are provided a free appropriate public education program to meet their unique needs, prepare them for further education, employment and independent living. A full continuum of program options for special education and related services is available to meet the educational and service needs of these students, including general education, Specially designed academic instruction, related services, and transportation.

Students are offered full and equitable opportunities which promote maximum interaction with non-disabled peers in the least restrictive environment. Steps are taken to ensure that individuals with exceptional needs participate in academic, nonacademic, and extracurricular services and activities to promote maximum interaction with the general school population. Policies and procedures regarding parent involvement and IEP development are clearly defined, consistently used, and documented through SELPA. There is coordination of instruction and curriculum with special and regular education staff.

### **Objectives**

- o All individuals with exceptional needs are appropriately identified, assessed in all areas of suspected disability.
- o Students with disabilities are provided free appropriate public education programs and services to meet their unique needs, prepare them for further education, employment and independent living.
- o Increase collaboration between Special education teachers, related service providers and general education teachers to best support students.

### **Description of Site Services**

Referrals for Special Education testing are generally made through the Student Study Team (SST). Students qualify for special education services by meeting criteria as defined by California Educational Codes. Once eligibility has been determined by the team, goals and objectives are developed to address educational needs through an IEP.

The special education program at Arizona includes Direct Services and Indirect Services (i.e. Resource) with six special education teachers in both the core content areas and in regular classes through a collaborative model. Special education services are designed to meet the needs of all qualified students in the least restrictive environment. Students have an opportunity to be fully mainstreamed into general education classes with periodic monitoring of progress by the special education teacher providing indirect services, or they can be in a general education class that has the support of both the general education teacher and the special education teacher providing indirect services. Students who require more specialized instruction receive direct services in a class with fewer students taught by a special education teacher. These classes are designed to provide individualized instruction at the students individualized pace of learning offering techniques and strategies to address specific learning needs. Our goal is to support our Special Education students in the least restrictive environment.

Each student receiving special education services is monitored by a case carrier. The case carrier serves as liaison between the students, parents and the regular education teachers and is responsible to assess learning needs, develop goals and implement the IEP. Meetings are held at least annually to measure growth on current goals, develop new goals and to ensure appropriate services for each student. A student's academic progress is monitored and reported to parents through regularly designed reporting periods. District Program Specialists are available as needed to support the site teachers, parents and administrators in assuring appropriate placement and services through the IEP process.

The staff is comprised of 6 special education teachers, a psychologist, a speech therapists, a part-time mental health psychologist, and 5 special education instructional classroom assistants. Special education staffing is not included in the site allotted FTE's number.

**Objectives**

All individuals with exceptional needs are appropriately identified, assessed and provided with services to meet their unique needs.

Arizona Middle School has implemented and been successful using a collaborative push-in model incorporating a special education teacher pushing into a general education teacher's classroom to support SPED students who are mainstreamed.

There is regular collaboration between the resource teachers, language and Speech Specialists, and regular education teachers to best support special education students.

Our goal is to continue to address our Special Education population's needs through staff development focused on differentiation to support mastery. We also aim to modify Common Formative Assessments to support students individualized academic development and further support literacy in all academic areas.

## Program Descriptions Technology Program

### **Intent**

To provide students with up-to-date technology to enhance their academic proficiency in language arts, math, science, and history.

### **Description of District Services**

The District believes that through the meaningful integration of technology, student academic achievement can be improved. To facilitate this integration, the District developed a comprehensive technology plan that includes both curriculum and professional development components detailing how teachers and students will incorporate technology into the teaching and learning processes. The overall goal of integrating technology into the learning and teaching processes is to help all students attain proficiency in mathematics and language arts and enable all students to earn a high school diploma.

Before developing this plan, the District assessed the current practices and access to technology of all its elementary, middle and high schools. The course of action to bring technology to teachers and students include:

- o Using technology to improve teaching and learning
- o Assisting students acquire technology and information literacy skills
- o Utilizing technology that ensures appropriate access to all students
- o Using technology for efficient student record keeping and assessment
- o Making teachers and administrators more accessible to parents via utilizing technology
- o Providing professional development opportunities for administrators and teachers

The District will monitor its success and progress with implementing the curriculum content and professional development technology components on an annual basis.

The school's current technology practices and site technology objectives are described in the next two sections.

### **Description of Site Program**

All library media centers use Follett software. The Galenet Resources set of online reference databases is available to all students, including home access, providing resources for students, parents, and teachers and reinforcement for information literacy skills instruction.

All staff have email accounts. School technological needs are handled by a district assigned IT contact person. The district Intranet is available to all employees and students via a wifi connection. Aeries is the student information system used to enter attendance, discipline, academic, health, and counseling information. EADMS is used to record, maintain, and report student assessment data and prepare standards-based tests.

Arizona is working with the district Technology Team and has acquired new laptops for all teachers. We currently have approximately 480 student devices throughout the campus to include both mobile and stationary labs.

Arizona currently has one computer labs (room 4) with up to 40 PC's with wi-fi and school server access in addition to multiple mobile cart with 460 laptops. Labs are available for all students. Teachers sign up to use the labs as needed. Every computer on campus is connected to a printer, either locally or via local network.

Every teacher has one new school issued laptop to create lessons, monitor grades in Aeries, and perform tasks as needed. Document cameras and projectors have been purchased for all classrooms to enhance the delivery of instructional material and make learning accessible to students. This year teachers have been trained in using Google Apps for Education and other Google Suite materials, programs, and services. 30 classrooms have SMART boards or a product similar to SMART. There is a continued need for 16 additional SMART boards in order for every classroom to have access to this resource.

SAFARI Montage provides users with an integrated Learning Object Repository, Video Streaming Library, Media Delivery System and Digital Learning Platform. Teachers have access to manage all digital video and other visual resources from within the school district network or from home. SAFARI Montage servers come pre-loaded with educational video titles tied to the curriculum from the industry's leading video publishers, which include Schlessinger Media, PBS, The History

Channel, National Geographic, Scholastic, Disney Education, PBS' library of full-length programs, BBC and more. In addition, users can upload and manage their own digital content, and disseminate it to all users throughout the school or district.

All Arizona students have access to email via a district assigned email address.

### **Objectives**

A student computer ratio of 1:1 in all core subject area classrooms. At present teachers are able to share a cart at a ratio of 2:1.

Use of technology for development of Common Core projects and assessing the CCSS using SBAC.

On-line benchmark testing done in the lab(s) and additional time available for classes to do Internet research to support common core technology standards.

Resources to support math intervention

Additional technology including SMARTBoards, document cameras, ELMOS, and projectors purchased to support the identified needs based on current student data.

Purchase tablets or similar product for teachers to use which interface with SMART boards.

Purchasing additional resources to support STEM elective (i.e. 3D printer(s), Robots, etc.)

Purchasing additional resources to support new STEM elective (i.e. aquaponics tank).

**Program Descriptions  
School Safety Program****Intent**

To provide counseling services to students and families to reduce and prevent drug, alcohol, tobacco use, and violence.

**Description of District Services**

Student Services supports drug, alcohol, tobacco, and violence prevention and reduction counseling services in order for all students to attend safe and drug-free schools. The focus is to reduce barriers to learning and build resiliency factors leading to student success, academically, emotionally, socially, and physically.

The district contracts with providers to offer counseling services to students and families at each school site throughout the school year. Counseling services consist of drug, alcohol, and violence prevention and reduction training. Students learn to recognize and relinquish harmful behaviors and habits, and develop strategies for a successful school career and life.

**Description of Site Program**

Arizona counselors have a strong system in place utilizing a variety of community and outside resources for student support of mental health, drug and gang awareness, bullying, and academic success.

Mandatory Anti-Bullying presentation provided annually to staff.

Anti-bullying curriculum includes: guidance lessons and an Anti-bullying video.

A variety of agencies and resources available upon request for students/parents.

District Attorney presentation for students.

District Attorney Mentorship program

GEMS Stem program for girls with United Way

Exterior gates locked during school hours.

All visitors enter through the front office and sign-in.

Boys Town Curriculum

Guidance lessons provided by counselors

College and career lessons and conferences provided by counselors.

**Objectives**

Continued 2018-2019

Goals: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective #1: Positive Youth Development: Boys Town Curriculum to support systemic approach to behavior--daily character announcements

Objective #2: Physical environment that is safe and orderly: Maintain a safe and secure school environment through systematic deterrence that emphasizes adequate supervision, conflict mediation, immediate intervention when conflicts or substance abuse arise, and support for rule infractions. Create a culture of solving conflicts through conflict mediation and provide programs and activities for students that promote respect of ethnic and gender differences. The number of suspensions for 48900(a) violations, referrals, and detentions for conflicts, threatening behavior, and nonphysical intimidation during the school year will decrease by 5% as compared to the data for the previous year.

**Program Descriptions**  
**Parent and Family Engagement Program**

**Intent**

To establish strong, healthy, and systematic school, family, and community partnerships which lead to effective family engagement that supports student achievement and closes the achievement gap.

**Description of District Services**

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

Parent involvement is encouraged through Board Policy and School Parent Compacts as a step in improving student achievement. All parents are kept informed of their child's progress toward meeting grade level standards through report cards and progress reports, parent workshops, conferences and meetings. District-wide expenditures from supplemental programs are designed to provide students additional support for succeeding with the core curriculum and to enhance parents' abilities to assist their children in the learning process.

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.
4. Receive training that fosters effective and culturally sensitive communication with the home, including training and how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process in both at school and at home.
5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

Alvord schools have received Parent Engagement Initiative Leadership training (Parent PELI) and are forming Action Teams for Partnership (ATP) as an arm of their School Site Councils (SSC). These teams are made up of school staff, parents and community members who work together to set school goals and plan activities around Joyce Epstein's 6 Types of Parent Involvement in order to increase parent engagement and increase student achievement. All District parent involvement programs are built around these 6 types of parent involvement: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

**Description of Site Services**

In 2012-13, Arizona Middle School attended the Parent Engagement Leadership Initiative (PELI) training offered through a partnership between RCOE and PTA. The PELI training led to the development of Arizona Parent University (APU) which offers a five part series of parent workshops to assist families in working with school communities and outside agencies. APU is offered in both English and Spanish annually. We continue to support parent participation through our APU program, ELAC, PTSA, and School Site Council. We have participated in updated training for the 2016-2017 school year and re-established the team of participants to grow even further. At present we maintain strong parent and community groups via ATP, PTSA, and ELAC.

**Objectives**

Arizona's parent involvement goal continues to be to increase the numbers of parents regularly involved in the following opportunities: APU, parent nights, workshops, parent-teacher conferences, AVID family night, Back-to-School night, student awards, and information nights. In addition, we recruit new members to join the following committees: SSC,

ELAC, ATP, Health and Wellness Committee, Watch DOGS, and PTSA. This year we have seen increased numbers in our ELAC and PTSA groups. We continue to strive toward increased involvement from a number of parents and not just the few.

<p style="text-align: center;"><b>Program Descriptions</b> <b>Expanded Learning Program</b> <b>Prime-Time / Half-Time</b></p>
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**Intent**

Provide a safe and positive expanded learning environment for students of the Alvord Unified School District during the after school hours by providing daily educational, recreational, and enrichment activities. The main academic goal of the Expanded Learning Program is to assist students in increasing proficiency in Reading and Mathematics.

**Description of District Services**

Alvord's After School Programs is provided at 12 elementary schools and four middle schools. The program is aligned to the regular school day through the use of curriculum binders with activities that are aligned to the school day curriculum and a coach liaison at each site to provide instructional support.

The program provides both homework assistance and tutoring in order to support classroom instruction and help students attain state standards in Math, Language Arts, Science and Social Science. Materials used include technology based products and technology-based instruction to ensure the students are receiving individualized instruction in an interactive manner. Reinforcement and practice of skills taught takes place in a disguised manner using games and other non-traditional tools so that the students remain engaged after a long day at school. Alvord students are also engaged in high interest, high movement, motivational and enrichment activities. Enrichment activities are research based and promote asset development, character and leadership development, movement, collaboration and team building, creative expression, anger management, conflict resolution, and tolerance and appreciation of others. All activities provide high interest practice in academics, reinforce newly acquired skills, and promote the physical and emotional well-being of our students.

A few of the enrichment activities seen frequently at sites include board games to reinforce thinking, strategy and problem solving; craft projects that develop creativity; cooking including discussions about nutrition; and campus beautification and gardening projects. Each site provides an opportunity for student to showcase their enrichment talents. At the Elementary level, students participate in sports tournaments in Soccer and Soccer, or Basketball. At the Middle School level, a tournament is planned for these 5 sports: Soccer, Basketball, Football, Soccer, Volleyball, and Softball. Middle school students also have skateboarding, music (musical instruments), art and Wii clubs. The "Extravaganza" is a culminating event held at the end of each year for middle school students to showcase their projects, compete against each other in a variety of athletic events, and come together to show their school spirit.

**Objectives**

- Provide homework assistance.
- Improve students' attendance in school.
- Improve or maintain students' grades.
- Provide students opportunities to engage in cultural enrichment activities.
- Reduce/avoid harmful risk-taking behaviors among students.

## Categorical and Local Control Funding Formula Allocation Narrative

### 2018-2019

Directors, Coordinators, Instructional Specialists, Director's Assistant, Assessment/Evaluation Technician, Secretary, Clerks, and part-time clerical assistance staff the Categorical/English Language Learners Offices and provide indirect services. Bilingual assistants, project specialists/instructional coaches, intervention teachers, librarians, elementary library assistants, and instructional computer assistants provide direct support to school sites. These positions are single and multi-funded from a combination of sources including, Title I (TI), Title III (TIII) and Local Control Funding Formula (LCFF) funds. LCFF supplemental and concentration grants are targeted to increase and improve services for students from low-income families, English learners, and foster youth.

Funding for Title I is applied for annually through the Consolidated Programs Application process. Funding allocations to the schools are on a per pupil basis. The Central Office monitors the expenditures of program funds for a variety of programmatic considerations. Foremost among the considerations are guidelines for the use of the funds that will meet the needs of students and the annual audit requirements including the Federal Program Monitoring (FPM) criteria. The school's portion of each program is as follows:

LCFF-LI funds provide targeted support for students from low income families and foster youth at each site which supplements and supports the district's educational program. The school's allocation is \$65,522.

LCFF-EL funds provide targeted support for English Language Learners (ELL) at each site which supplements and supports the district's educational program for ELL students. The school's allocation is \$31,650.

Title I funds provide support for students at risk of not meeting academic standards and who reside in areas with high concentrations of children from low-income families. The school's allocation for Title I is \$41,900. There is a carryover of 0 for a total allocation of 41,900

\*Supplemental and Concentration grant portion of Local Control Funding Formula (LCFF)

Categorical Budget Narrative		
Object Code	Description	Narrative
1110	Teacher's Salaries - Extra Duty	<ul style="list-style-type: none"> <li>Hourly rate for certificated staff to perform leadership duties, grade level planning/articulation, parent education/involvement activities and other duties related to categorical programs.</li> <li>Salaries for Special Projects Personnel to manage and conduct categorically related duties.</li> <li>Includes Certificated Personnel Salaries (Project Specialists/Instructional Coach).</li> <li>Includes Classified Personnel Salaries (Clerks, Instructional Assistant/Computer, Instructional Assistants, and Bilingual Assistants).</li> <li>Hourly rate for classified staff to perform additional duties related to categorical programs may be necessary.</li> </ul>
1130	Teacher's Salaries - Substitutes	
1140	Teacher Salaries - Stipends	
1900	Teacher's Salaries Project Specialists/Instructional Coaches	
2100	Instructional Aide's Salary	
2110	Instructional Aide's Salary - Hourly	
2200	Classified Support Salaries	
2400	Clerical, Technical, Office Staff Salaries	
2410	Clerical, Technical, Office Staff Salaries - Hourly	
2900	Other Classified Salaries	
2910	Other Classified Salaries - Hourly	
3000	Employee Benefits	Contributions to retirement plans and health and welfare benefits. Includes STRS, PERS, SS, HW, SUI, Workers' Compensation.
4200	Books/Other Ref Materials (Instructional Books Other Than Textbooks)	Books to enhance students' language development. Materials to maintain and enhance classroom programs, parent workshops, and professional development (VENDOR).
4300	Instructional Materials and Supplies	Instructional materials and supplies that are used (student workbooks, supplies, etc). Non-instructional supplies and resources used for support, efficiency, organization, and enhancement of program i.e., maintenance, parent workshops, office supplies, identifying equipment. (VENDOR)
4405	Equipment \$500.00 - \$4999.99	Equipment and supplies \$500.00 through \$4999.99 per item.
5200	Travel, Conferences	Professional development related to focus areas in the SPSA.
5300	Dues and Memberships	Memberships and dues in professional associations.
5620	Leases	Expenditures for rental by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide leased equipment for the use of resource development for the instructional program.
5630	Repairs	Expenditures for repairs or maintenance by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide repairs or maintenance for the use of resource development for the instructional program.
5640	Maintenance Contract	Expenditures for maintenance agreements by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide maintenance contract for equipment for the use of resource development for the instructional program.
5800	Assemblies/Other Services	Assemblies
5815	Consultants	Consultants
5845	Printing	Outside printing. Copies to maintain supplemental programs.
5850	Software license	Purchase site license rights for technology applications across the curriculum for use in the computer lab and classrooms.
5910	Postage	Postage for various communications, i.e., parent involvement, parent advisory council, business-related communication.
5920	Telephone	Cover telephone costs incurred in the management of categorical programs.
6400	Equipment over \$5,000.00	Equipment and supplies over \$5,000.00 per item.

**Parent Involvement Policy (Title I Schools)**

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

**School-Parent Compact (Title I Schools)**

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

**Arizona Middle School**  
**Title I Targeted Assistance School**  
**Parent and Family Engagement Policy**  
**2018-2019 to 2019-2020**

Arizona Middle School jointly developed its written Title I parent and family engagement policy with input from Title I parents and family members. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the school and parents. Arizona Middle School has met with its parent groups to include ATP (Action Team Partnership), PTSA (Parent Teacher Student Association), ELAC (English Learner Advisory Council), and SSC (School Site Council) to develop the Title I Targeted Assistance School Parent and Family Engagement Policy. The policy will be reviewed once every two years, by all groups to include members of the school community. The policy is distributed to parents and family members of participating Title I students via the site's Wednesday Mailbag. Items are sent home with each student to provide to parents. Furthermore, the policy is available via the school's website and readily accessible at the following address <https://www.alvordschools.org/arizona>.

The policy describes the means for carrying out the following Title I parent and family engagement requirement. [20 USC 6318 Section 1118(a)-(f) inclusive]

**Engagement of Parents and Family Members in the Title I Program**

To involve parents and family members in the Title I program at Arizona Middle School, the following practices have been established:

- The school convenes an annual meeting, at a convenient time to which all parents of participating children are invited and encouraged to attend, to inform parents and family members about their school's participation under this part and to explain the Title I requirements, and about the right of parents to be involved.  
*Arizona Middle School convenes this meeting during our annual Open House, which occurs in August at the beginning of each school year. At this time parents are invited and encouraged to attend, to inform about the school's participation under Title I to include the requirements and parent's right of involvement.*
- The school offers a flexible number of meetings for Title I parents and family members, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care or home visits, as such services relate to parent involvement.  
*During the 1<sup>st</sup> and 2<sup>nd</sup> semesters Arizona Middle school provides additional meetings specific to Title I. These meetings are held in concert with Parent Teacher Conferences (a time when parents are on site). Arizona Middle School also includes Title I on the agenda of all parent/community group meetings to include SSC, ELAC, ATP, and PTSA.*
- The school involves parents and family members of participating Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.  
*Input from parents and family's members of participating Title I students is arranged via scheduled meetings and meetings to parent groups and parent advisory committees.*
- The school provides parents and family members of participating Title I students with timely information about Title I programs.  
*Arizona Middle School provides quarterly written communication to parents of Title I students in addition to monthly verbal communications during parent group meetings, and twice-yearly communications during Title I specific meetings.*

- The school provides parents and family members of participating Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

*Arizona Middle school provides parents and family members of participating Title I students an explanation of SBAC data, grades data, and Lexile data (currently provided by Meta Metrics—Achieve 3000) as a measure of student progress and proficiency levels students are expected to meet.*

- If requested by parents and family members of participating Title I students, the school provides opportunities for regular meetings that allow the parents and family members to participate in decisions relating to the education of their children.

*Arizona Middle School provides a list of meetings available to discuss and participate in decisions relating to the education of Title I identified children and students.*

### **School-Parent Compact**

*Arizona Middle School* distributes to parents and family members of Title I students a school-parent compact. The compact, which has been jointly developed with parents and family members, outlines how parents and family members, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents and family members of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities

*Arizona Middle School developed the compact with Title I parents and family members input at SSC, ELAC, ATP, and PTSA group meetings. The school distributes the policy to Title I parents and family members via the Wednesday Mailbag. Attached is a copy of the compact to this policy.*

### **Building Capacity for Involvement**

*Arizona Middle School* engages Title I parents and family members in meaningful interactions with the school. It supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

*Arizona Middle School provides training topics at each of its parent/community group meetings.*

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

*Arizona Middle School provides individual parent meetings to support parents with respect to working with their children's achievement.*

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

*Arizona Middle School provides staff development monthly related to parent involvement via the ATP Team and PTSA Organization.*

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

*Arizona Middle School has integrated the parental involvement program with its Single Plan for Student Achievement, LCAP (Local Control Accountability Plan), and AVID (Advancement Via Individual Determination) Site Plan.*

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

*Arizona Middle School provides all written communications in both English and Spanish (other languages are included as identified and needed by participating parent/guardian groups). All automated-verbal communications are provided via a system that will translate to the parent's identified home language. Furthermore, the school's website can translate content to an identified parent's home language via Google Translate service adopted by the Alvord Unified School District.*

- The school provides support for parental involvement activities requested by Title I parents.

*Arizona Middle School provides support and resources for parents to be involved in activities that are requested by Title I parents.*

### **Accessibility**

*Arizona Middle School provides opportunities for the participation of all Title I parents and family members, including those with limited English proficiency, those with disabilities, and parents and family members of migratory students. Information and school reports are provided in a format and language that parents and family members understand.*

### **Adoption**

This policy was adopted by Arizona Middle School School Site Council on November 05, 2018 and will be in effect for a period of two years (2018-19 & 2019-20)

## **Escuela Intermedia Arizona**

### **Escuela Identificada para recibir ayuda Título I**

### **Política de Participación de Padres y de Familias**

**2018-2019 & 2019-20**

La Escuela Intermedia Arizona desarrolló por escrito su política de Título I y participación familiar en conjunto con las sugerencias de padres y familiares de alumnos en el programa de Título I. Dicha política debe ponerse a disposición de la comunidad local y actualizarse periódicamente para cumplir con las cambiantes necesidades de la escuela y padres de familia. La Escuela Intermedia Arizona se ha reunido con los grupos de padres que incluyen: ATP (Equipo de Acción para las Asociaciones Escolares), PTSA (Asociación de Padres Maestros y Alumnos), ELAC (Comité Consejero para Aprendices del Idioma Inglés), y SSC (Concilio Escolar) para desarrollar la Política de Participación de Padres y Familias de la Escuela Identificada para recibir ayuda Título I. La política se revisará cada dos años, por todos los grupos incluyendo miembros de la comunidad escolar. La política se distribuye a padres y familiares de alumnos que participan en programas de Título I por medio de la bolsa de correo escolar del miércoles (Wednesday Mailbag). El documento se envía a casa con el alumno para que se lo entreguen a los padres. Además, la política está disponible a través del sitio web de la escuela y se puede acceder fácilmente en la siguiente dirección: <https://www.alvordschools.org/arizona>.

La política describe la manera para cumplir con el siguiente requisito de participación de padres y familiares en el programa de Título I. [20 USC 6318 Section 1118(a)-(f) inclusive]

### **Participación de Padres y Miembros de Familia en el Programa Título I**

Se han establecido las siguientes prácticas para que los padres y miembros de familia Título I de la Escuela Intermedia Arizona participen:

- La escuela realiza una junta anual en un horario conveniente para que se invite y anime a que asistan los padres de los alumnos correspondientes, con el propósito de informarles acerca de la participación de la escuela en este programa, explicar los requisitos del Título I y su derecho a participar.  
*La Escuela Intermedia Arizona convoca a esta junta durante la noche anual de Exhibición Escolar, la cual ocurre en agosto al principio del año escolar. En este tiempo se invita y anima a los padres a que asistan a la junta para informarles acerca de la participación de la escuela en Título I e incluir los requisitos y su derecho a participar.*
- La escuela ofrece un número indeterminado de juntas para los padres y miembros de familia en el programa Título I incluyendo juntas por las mañanas o tardes y con los fondos proporcionados bajo dicha sección, podrían proporcionarse transportación, cuidado infantil o visitas a los hogares, ya que estos servicios están relacionados a la participación de padres.  
*Durante el 1<sup>er</sup> y 2<sup>o</sup> semestre la Escuela Intermedia Arizona proporciona juntas adicionales específicas a Título I. Estas juntas se llevan a cabo junto con las conferencias de padres maestros (cuando los padres están presentes en la escuela). La Escuela Intermedia Arizona también incluye Título I en la agenda de todas las juntas de los grupos de padres/comunidad que incluyen SSC, ELAC, ATP, y PTSA.*
- La escuela logra la participación de padres y familiares de alumnos en el programa Título I de manera organizada, constante y oportuna para la planeación, revisión y mejora de dichos programas y política de participación de padres Título I.  
*Los comentarios de los padres y los miembros de familia de los alumnos participantes de Título I se organizan a través de juntas programadas y juntas para grupos de padres y comités consejeros de padres.*
- La escuela proporciona a los padres y familiares de alumnos en el programa de Título I información oportuna acerca de dicho programa.

*La Escuela Intermedia Arizona proporciona comunicación trimestral por escrito a los padres de los alumnos Título I, además de las comunicaciones verbales mensuales durante las juntas de grupos de padres y las comunicaciones dos veces al año durante las juntas específicas Título I.*

- La escuela proporciona a los padres y familiares de alumnos en el programa de Título I una explicación del currículo usado en la escuela, las evaluaciones con que se mide el progreso de los alumnos y las expectativas en cuanto al nivel de dominio que los alumnos deben alcanzar.

*La Escuela Intermedia Arizona proporciona a los padres y miembros de familia de alumnos participantes en Título I una explicación de los datos SBAC, de calificaciones, de Lexile (proporcionado actualmente por Meta Metrics—Achieve 3000) como una medida del progreso de los alumnos y niveles de competencia que se espera de los alumnos.*

- Si los padres o miembros de familia de alumnos en el programa de Título I lo solicitan, la escuela proporciona oportunidades para juntas frecuentes que les permitan participar en la toma de decisiones en relación a la educación de sus hijos.

*La Escuela Intermedia Arizona proporciona una lista de juntas disponibles para dialogar y participar en la toma de decisiones relacionadas a la educación de los niños y alumnos Título I.*

### **Acuerdo entre la escuela y padres de familia**

La Escuela Intermedia Arizona distribuye a los padres y miembros de familia de alumnos en el programa Título I un acuerdo entre padres y escuela. El acuerdo, desarrollado en conjunto con los padres y miembros de familia, define como ellos, el personal escolar y los alumnos comparten la responsabilidad de mejorar el desempeño académico estudiantil. Describe maneras específicas en que la escuela y las familias colaborarán para ayudar a que los niños alcancen los altos estándares académicos estatales. Aborda los siguientes temas requeridos por la ley, al igual que otras sugerencias hechas por los padres y miembros de familia de alumnos en el programa de Título I.

- La responsabilidad de la escuela de proporcionar currículo e instrucción de buena calidad
- Las maneras en que los padres serán responsables de apoyar la educación de sus hijos
- La importancia de la continua comunicación entre padres y maestros, por lo menos durante las conferencias de padres-maestros; reportes de progreso frecuentes; acceso al personal escolar; oportunidades para que los padres y miembros de familia sean voluntarios y participen en la clase de los hijos; oportunidades para observar las actividades en el salón de clases.

*La Escuela Intermedia Arizona desarrolló el acuerdo con las recomendaciones de los padres Título I y miembros de familia en las juntas SSC, ELAC, ATP, y PTSA. La escuela distribuye la política a los padres Título I y miembros de familia en la bolsa de correo escolar del miércoles (Wednesday Mailbag). Adjunto a esta política se encuentra una copia del acuerdo.*

### **Desarrollando la capacidad para la participación**

La Escuela Intermedia Arizona logra significativas interacciones entre los padres y familiares de alumnos en el programa Título I y la escuela. Apoya la colaboración entre el personal escolar, padres y miembros de familia y la comunidad para mejorar el desempeño académico de los alumnos. La escuela ha establecido las siguientes prácticas para ayudar a que se logren esas metas.

- La escuela proporciona a los padres en el programa Título I ayuda para entender los estándares académicos estatales, las evaluaciones y como monitorear y mejorar el desempeño de sus hijos.

*La Escuela Intermedia Arizona proporciona temas de capacitación en cada junta de grupos de padres/comunidad.*

- La escuela proporciona a los padres con hijos en el programa Título I los materiales y capacitación para ayudarles a trabajar con sus hijos y mejorar su desempeño.

*La Escuela Intermedia Arizona proporciona a los padres juntas individuales para apoyarlos con respecto a trabajar con sus hijos en su desempeño.*

- Con el apoyo de los padres en el programa de Título I, la escuela educa al personal escolar acerca del valor de la contribución de los padres y sobre cómo trabajar con ellos como socios igualitarios.  
*La Escuela Intermedia Arizona proporciona desarrollo profesional mensual relacionado a la participación de padres por medio del equipo ATP y la Organización PTSA.*
- La escuela coordina e integra la participación de padres en el programa de Título I con otros programas y lleva a cabo otras actividades tales como centros de recursos para padres, con el propósito de apoyarlos y motivarlos a que participen ampliamente en la educación de los hijos.  
*La Escuela Intermedia Arizona ha integrado el programa de participación de padres en su Plan Singular para el Rendimiento Estudiantil, LCAP (Plan de Responsabilidad y Control Local), y AVID (Avance Vía Determinación Individual).*
- La escuela distribuye información a los padres en el programa de Título I acerca de la escuela y programas, juntas y otras actividades en un formato y lenguaje que los padres pueden entender.  
*La Escuela Intermedia Arizona proporciona todas las comunicaciones por escrito tanto en inglés como en español (Se incluyen otros idiomas según se identifican y necesitan por los grupos de participación de padres/tutores). Todas las comunicaciones verbales automatizadas se proporcionan por medio de un sistema que traduce a los padres en el idioma natal identificado. Además, el sitio web de la escuela puede traducir el contenido al idioma natal identificado por medio del servicio Google Translate adoptado por el Distrito Escolar Unificado Alvord.*
- La escuela proporciona apoyo para actividades de participación que los padres del Título I soliciten.  
*La Escuela Intermedia Arizona proporciona apoyo y recursos para que los padres participen en actividades solicitadas por padres Título I.*

### **Disponibilidad**

*La Escuela Intermedia Arizona proporciona oportunidades para la participación de todos los padres y miembros de familia en Título I, incluso aquellos con dominio limitado del idioma inglés, con discapacidades y padres y familiares de alumnos migrantes. La información y reportes escolares se proporcionan en un formato y lenguaje que los padres y miembros de la familia entienden.*

### **Adopción**

Esta política fue adoptada por el concilio escolar de la Escuela Intermedia Arizona el 05 de noviembre de 2018 y estará vigente por un período de dos años (2018-19 & 2019-20).

## Arizona Middle School

### **SCHOOL-PARENT COMPACT**

Arizona Middle School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2018-2019.

#### School Responsibilities

Arizona Middle School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - *Provide high quality teaching and learning by teachers identified as highly qualified as defined by the State of California.*
  - *Use State performance data for English Language Arts, Mathematics, and English Learner Levels, and Lexile data to support student achievement and alignment to achievement levels.*
  - *Provide access to technologies that support student learning, achievement, and college/career readiness.*
  - *Provide access to extended learning opportunities that are strategically aligned to the school day and include teaching and learning systems that support literacy across grades 6, 7, and 8 and within and across content areas.*
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - *At minimum twice annually (in the fall and spring semesters).*
  - *Additional conferences may be held to better support identified students at minimum once every grading period (a period of 6 weeks).*
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - *Access to real-time grading and student progress via AERIES Parent Portal—gradebook.*
  - *Four six-week progress report updates and two semester grade reports.*
  - *Individual in-person, phone, and/or email communication regarding student progress from site counselors.*
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- *Parents have access to teachers, counselors, instructional coaches, after school programs staff, and administration during scheduled preparation/meeting periods as prescheduled between the site and parent. Staff can be available during other times as arranged by site staff and parents.*
  - *Furthermore, the site agrees to be available on-site scheduled conference days, beyond those scheduled by the district for all schools.*
5. Provide parents opportunities to volunteer and participate in their child's academic/instructional program to include: in class, classroom activities, and leadership teams and planning teams as follows:
- *Parents may volunteer via site parent groups (SSC, ELAC, ATP, PTSA) or on an individual basis without affiliation to any of the noted groups.*
  - *Parents may also observe and/or participate in school and classroom instructional/academic activities with prior notification to site administration.*
  - *Parents are also strongly encouraged to participate in Title I Partnership groups to advise and evaluate Arizona Middle School Title I programs.*

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance to insure 95% or higher student attendance.*
- *Making sure that classwork and homework assignments are completed regularly and timely.*
- *Monitoring distracting extracurricular activities that impede academic performance.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Furthermore, staying informed about my child's education and academic progress using technology resources provided by the school and district such as AERIES Parent Portal.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Site Council, the English Learner Advisory Committee or other school advisory or policy groups.*

#### Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards and those of Arizona Middle School and the Alvord Unified School District. Specifically, we will:

- *Fulfill all expectations within the school day to include, but not limited to, in class activities, classwork, and practice opportunities. As needed these may also include Extended Learning Opportunity After School Programs.*

- *Behave in an appropriate manner that represents a successful, prepared, and academically-focused student.*
- *Complete homework and ask for help when I need to.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- *Track and monitor my progress local assessments, Lexile growth, and course grading using AERIES student access.*

#### Additional Required School Responsibilities

Arizona Middle School will:

1. Involve parents in the planning, review, evaluation of effectiveness, and overall improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. Reports of performance related to reading will be supported via a site-adopted reading program that supports student Lexile levels aligned with State assessment data for English Language Arts.
8. Provide each parent timely notice when their child has been assigned or has

been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

## Escuela Intermedia Arizona

### Acuerdo entre la Escuela y los Padres

La Escuela Intermedia Arizona y los padres de alumnos que participan en actividades, servicios y programas auspiciados por Título I, Parte A de la Ley de Educación Primaria y Secundaria (ESEA), coinciden en que este acuerdo describe cómo los padres, todo el personal escolar y los alumnos compartirán la responsabilidad para mejorar el rendimiento académico de los alumnos y los medios por lo que cada escuela y padres construirán y desarrollarán una colaboración que ayudará a los estudiantes a lograr los altos estándares del Estado. Este acuerdo entre la escuela y los padres está en vigor durante el año escolar 2018-2019.

#### Responsabilidades de la escuela

La Escuela Intermedia Arizona:

1. Proporcionará un currículo e instrucción de alta calidad dentro de un ambiente de aprendizaje efectivo y de apoyo que permita que los niños participantes cumplan con los estándares académicos del Estado de la siguiente manera:
  - *Proporcionar enseñanza y aprendizaje de alta calidad por medio de maestros identificados como altamente calificados como lo define el Estado de California.*
  - *Usar datos del desempeño del estado para Artes de Lenguaje en Inglés, Matemáticas, Niveles de Alumnos Aprendiendo Inglés y datos del nivel Lexile para apoyar el rendimiento de los alumnos y la alineación con los niveles de rendimiento.*
  - *Proporcionar acceso a tecnologías que apoyen el aprendizaje, rendimiento y preparación para la universidad/carrera de los alumnos.*
  - *Proporcionar acceso a oportunidades de extensión de aprendizaje que estén estratégicamente alineadas al día escolar e incluyan sistemas de enseñanza y aprendizaje que apoyen la lectoescritura a través de los grados 6, 7, 8 dentro y a través de áreas de contenido.*
2. Realizar conferencias de padres y maestros durante las cuales se hablará de este acuerdo en relación con el rendimiento individual del niño. La escuela proporcionará reportes específicamente de la siguiente manera:
  - *Mínimo dos veces al año (durante los semestres de otoño y primavera).*
  - *Se pueden realizar conferencias adicionales para apoyar mejor a estudiantes identificados por lo menos una vez en cada período de calificaciones (6 semanas).*
3. Proporcionar a los padres frecuentes reportes del progreso de sus hijos. La escuela proporcionarán específicamente los reportes de la siguiente manera:
  - *Acceso al progreso y calificaciones más recientes a través del libro de calificaciones en el portal para padres de AERIES.*
  - *Cuatro reportes de seis semanas con actualizaciones de progreso y dos reportes de calificaciones por semestre.*
  - *Comunicación individual con el consejero en persona, por teléfono o correo electrónico en relación al progreso del alumno.*
4. Proporcionar a los padres un acceso razonable al personal escolar. Específicamente, el personal estará disponible para consulta con los padres de la siguiente manera:

- *Los padres tienen acceso a maestros, consejeros, asesores de instrucción, personal de programas extracurriculares y administración durante los períodos programados de preparación/juntas según lo dispuesto previamente entre la escuela y los padres. El personal puede estar disponible en otras ocasiones según lo disponga el personal escolar y los padres.*
  - *Además, la escuela acepta estar disponible en días de conferencias, más allá de las programadas por el distrito para todas las escuelas.*
5. Proporcionar oportunidades para que los padres sean voluntarios y participen en el programa de instrucción/académico de sus hijos, incluyendo: en clase, actividades en el salón de clase y equipos de liderazgo y planeación de la siguiente manera:
- *Los padres pueden ser voluntarios a través de los grupos escolares de padres (SSC, ELAC, ATP, PTSA) o de manera individual sin afiliación a ninguno de los grupos mencionados.*
  - *Con notificación previa a la administración escolar, los padres también pueden observar y/o participar en actividades educativas/académicas de la escuela y del salón.*
  - *También se recomienda encarecidamente a los padres a participar en grupos de Título I para asesorar y evaluar los programas Título I de la Escuela Intermedia de Arizona.*

#### Responsabilidades de los padres de familia

Nosotros como padres de familia, apoyaremos en aprendizaje de nuestros hijos de la siguiente manera:

- *Supervisando la asistencia escolar para asegurar 95% o más de asistencia estudiantil.*
- *Asegurándonos de que el trabajo en clase y las tareas se completen de manera regular y puntual.*
- *Supervisando actividades extracurriculares que distraigan e impidan el rendimiento académico.*
- *Siendo voluntarios en el salón de nuestros hijos.*
- *Participando, cuando sea apropiado, en las decisiones relacionadas con la educación de nuestros hijos.*
- *Promoviendo el uso positivo del tiempo extracurricular de nuestros hijos.*
- *Manteniéndonos informados acerca de la educación de nuestros hijos y comunicándonos leyendo a la brevedad posible todos los avisos de la escuela o del Distrito, que recibamos por medio de nuestros hijos o por correo y respondiendo de manera apropiada.*
- *Además, mantenernos informados acerca de la educación y progreso académico de nuestros hijos utilizando recursos tecnológicos provistos por la escuela y el Distrito, tales como el Portal en AERIES para padres.*
- *Participando, en la medida de lo posible, en grupos asesores de políticas, tales como Título I, representante de los padres en el Equipo de Mejoramiento Escolar, Comité Asesor de Políticas del Título I, Comité Asesor de Políticas de todo el Distrito, Comité de Profesionales del Estado, Concilio Escolar, Comité Consejero para Aprendices del Idioma Inglés u otros grupos de asesoría o políticas escolares.*

#### Responsabilidades de los alumnos

Nosotros como alumnos, compartiremos la responsabilidad de mejorar nuestro rendimiento académico y lograr los altos estándares del Estado, de la Escuela Intermedia Arizona y del Distrito Escolar Unificado Alvord. Especialmente con lo siguiente:

- *Cumplir con todas las expectativas dentro del día escolar incluyendo entre otras, actividades en clase, trabajo en clase y oportunidades de práctica. Según sea necesario, estos también pueden incluir programas después de clases como Oportunidad de Ampliación de Aprendizaje.*
- *Comportarse de una manera apropiada que represente a un estudiante exitoso, preparado y centrado académicamente.*
- *Completar la tarea y pedir ayuda cuando la necesite.*
- *Entregar todos los días a mis padres o al adulto que es responsable de mi bienestar todos los avisos e información que recibí de mi escuela.*
- *Realizar un seguimiento y supervisar el progreso de mis evaluaciones locales, el progreso de Lexile y la calificación de los cursos mediante el acceso para alumnos en AERIES.*

### Responsabilidades adicionales requeridas en la escuela

La Escuela Intermedia Arizona:

1. De manera organizada, continua y oportuna, incluirá a los padres en la planeación, revisión, evaluación de efectividad y el mejoramiento en general de la política escolar de participación de padres.
2. De manera organizada, continua y oportuna, incluirá a los padres en el desarrollo conjunto de todo plan de programas escolares.
3. Organiza una junta anual para informar y explicar a los padres acerca la participación de la escuela en los programas, requisitos y derecho de los padres a participar en los programas de la Parte A de Título I. La escuela convocará la junta a una hora conveniente para los padres y ofrecerá un número flexible de juntas adicionales de participación de los padres, como por la mañana o por la noche, para que puedan asistir la mayor cantidad posible de padres. La escuela invitará a todos los padres de niños que participan en los programas del Título I, Parte A (estudiantes participantes) a esta junta y los alentará a asistir.
4. Proporcionar información a los padres de alumnos participantes de manera comprensible y en un formato unificado, incluyendo formatos alternativos cuando lo soliciten padres con discapacidades y hasta donde sea posible, en un lenguaje que los padres puedan entender.
5. Proporcionar a los padres de alumnos participantes información de manera oportuna acerca de los programas Parte A de Título I que incluya una descripción y explicación del currículo escolar, las maneras de evaluaciones académicas usadas para medir el progreso de los alumnos y niveles de dominio que se espera que logren.
6. Cuando los padres lo soliciten, proporcionar oportunidades para juntas regulares para que expresen sugerencias y participen, según sea apropiado, en las decisiones acerca de la educación de sus hijos. La escuela responderá a dichas sugerencias lo más pronto que le sea posible.
7. Proporcionar a cada padre de familia un reporte individual acerca del rendimiento de sus hijos en los exámenes estatales en por lo menos Matemáticas, Artes de Lenguaje y Lectura. Reportes de rendimiento relacionados con lectura serán apoyados por medio de programas de lectura adoptados por la escuela para apoyar los niveles *Lexile* alineados con los datos de Artes de Lenguaje en Inglés de exámenes estatales.
8. Proporcionar a cada padre de familia un aviso oportuno cuando su hijo haya sido asignado o dado enseñanza por cuatro (4) o más semanas consecutivas por un maestro que no esté altamente calificado dentro de los requisitos que manda la sección 200.56 de los Reglamentos más recientes de Título I (67 Fed. Reg. 71710, diciembre 2, 2002).

**Arizona Middle School**  
**School Site Council Agenda**  
**March 4, 2019**  
**Meeting Location 12 Time 3:30pm to 4:30pm**

**I. Introductory Procedure**

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

**II. Action Items**

1. Approve minutes from January 14, 2019
2. Approve District set-aside: 2018-2019 Title I, Part A Reservations, Allowed
  - a. Parent Involvement (1%)
  - b. Professional Development (10%)
3. Approve Categorical Expenditures for
  - a. Student Laptop Devices (HP Chromebook w/ Google Management Software License) for 1-1 student use with students identified as Title I Targeted Assistance—NTE 18,923.63 for 70 devices
  - b. Student Tablet Devices (Apple iPad) for 1-1 student use with students identified as English Language Learner (Beginner)—NTE 3,217.85 for 10 devices
  - c. Teacher Professional Development (3 days) focused on school-wide systems of literacy—NTE 8887.91 for each four family groups.
  - d. Teacher Professional Development focused on school-wide systems to support English Language Learner and Long-Term English Language Learner students—NTE 5426.87
  - e. College and Career Day to best support college and career readiness for Title I Students. This day will be inclusive of both students and parents and is set NTE 1000.00 of the Title I budget.
  - f. Teacher Professional Development—Whole School (1 day) focused on school-wide systems to support students identified as Title I—NTE 6000.00
  - g. Title I Data Team Meetings/Professional Collaboration (8 days to include summer work) focused on data review for students identified as Title I—NTE 5456.16
4. Approve participation in a Title I Targeted Assistance Program
5. Approve participation in a School Based Coordinated Program (SBCP)
6. Approve participation in Centralized Services
7. Approve site categorical budgets for 2018-2019
8. Approve the 2018-2019 Single Plan for Student Achievement

### **III. Discussion/Information**

1. Budget Reports by Funding Source
2. Training Topic: Local Control and Accountability Plan - Finalize SSC input for District LCAP
3. Single Plan for Student Achievement (SPSA)
  - Monitor student progress
  - Monitor implementation of the SPSA goals/actions
4. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC)
  - Action Team for Partnership (ATP)
  - District Parent Advisory Committee (PAC)
5. Program Reports
  - Professional Development Opportunities (Paraprofessionals, Teachers)
  - Parent and Family Involvement Opportunities
  - Interventions
6. Principal's Report

### **IV. Hearing Session/Public Comments**

*This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.*

### **V. Adjournment**

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for April 1, 2019
3. Adjournment: Action Item

**Arizona Middle School  
School Site Council  
Minutes  
Meeting Date March 5, 2019  
Meeting Location Room 12 Time 3:30pm**

**I. Introductory Procedure**

1. Call to Order
2. Establishment of Quorum  
Katherine Gutierrez – teacher; Nayeli Martinez – teacher; Ujima Thompson – teacher; Johanna Newman – teacher;  
Kristin Burrell-Inae – other; Aven Callahan – parent; Louie Magallon – parent  
Quorum was established with 7 members in attendance
3. Pledge of Allegiance
4. Welcome

**II. Action Items**

1. It was motioned/seconded/carried to approve the revised January 14, 2019 minutes (Inae/Thompson) (the count of the vote: 7-0-0)
2. It was motioned/seconded/carried to approve the District set-aside: 2018-2019 Title I, Part A Reservations, Allowed as follows:
  - a. Parent Involvement (1%) (Callahan/Newman) (the count of the vote: 7-0-0)
  - b. Professional Development (10%) (Callahan/Newman) (the count of the vote: 7-0-0)
3. It was motioned/seconded/carried to approve the Categorical Expenditures as follows:
  - a. 70 student laptop devices NTE 18,923.63 – LCFF-LI (Martinez/Gutierrez) (the count of the vote: 7-0-0)
  - b. 10 student tablet devices NTE 3,217.85 – LCFF-EL (Burrell-Inae) (the count of the vote: 7-0-0)
  - c. 3 days Teacher Professional Development NTE 8,887.91 – LCFF-LI(Inae/Newman) (the count of the vote: 7-0-0)
  - d. Teacher Professional Development for EL and long-term EL students NTE 5,426.87 (Gutierrez/Martinez) (the count of the vote: 7-0-0)
  - e. College and Career Day NTE 1,000.00 (Callahan/Thompson) (the count of the vote: 7-0-0)
  - f. Teacher Professional Development 1 day focused on support for Title I students NTE 6,000.00 (Newman/Martinez) (the count of the vote: 7-0-0)
  - g. Title I Data team of 5 members to track student progress and review data NTE 5,456.16 (Martinez/Newman) (the count of the vote: 7-0-0)
4. It was motioned/seconded/carried to approve participation in a Title I Targeted Assistance Program (Burrell-Inae/Martinez) (the count of the vote: 7-0-0)
5. It was motioned/seconded/carried to approve participation in a School Based Coordinated Program (Burrell-Inae/Callahan) (the count of the vote: 7-0-0)
6. It was motioned/seconded/carried to approve participation in Centralized Services (Burrell-Inae/Callahan) (the count of the vote: 7-0-0)
7. It was motioned/seconded/carried to approve site categorical budgets for 2018-2019, all have funds have been encumbered (Burrell-Inae/Thompson) (the count of the vote: 7-0-0)
8. It was motioned/seconded/carried to approve 2018-2019 SPSA which has been completed and will be submitted for board approval. (Burrell-Inae/Callahan) (the count of the vote: 7-0-0)

**III. Discussion/Information**

1. Budget Reports – all funds have been allocated and remaining budget expended by last 2018-2019 SSC meeting.
2. Training Topic – No comments
3. Single Plan for Student Achievement
  - Discussed increase in college and career readiness among students
  - MDTP (Mathematics Diagnostic Testing Project) – 6<sup>th</sup> grade progressing toward goal. Will review 7<sup>th</sup> and 8<sup>th</sup> grade.
4. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC) – Next meeting March 11, 2019. Mrs. Ontiveros will present and online resources will be offered to students.
  - Action Team for Partnership (ATP) – no comments

- Parent Advisory Committee (PAC) - no comments
5. Program Reports
    - Professional Development Opportunities
    - a. Need to review Achieve 3000 to determine if students benefit and what challenges there are.
    - b. Career Technical Education elective for 2019-2020 school year discussed. Mr. Hurtado met with representative to determine cost and curriculum.
    - Parent and Family Involvement Opportunities – College and Career Showcase will be April 24, 2019.
    - Interventions – no comments
  6. Principal's Report – National AVID classification team visited Arizona. Arizona was awarded National Demonstration School status for a 3-year period.

#### **IV. Hearing Session/Public Comments**

No comments.

#### **V. Adjournment**

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for April 1, 2019.
3. Adjournment: 4:38pm (Newman/Callahan)

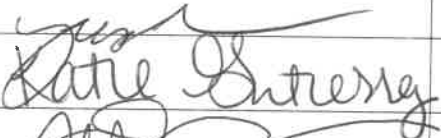

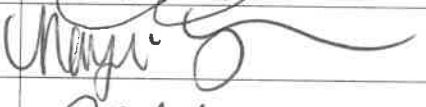

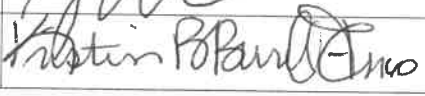


#### ***Handouts Distributed During Meeting:***

- Monthly Site Budget Report

# Arizona Middle School

## School Site Council Secondary Sign-In Sheet

March 4, 2019

Name (Type)	Signature	SSC Position	Officer
<b>SCHOOL SITE MEMBERS</b>			
Dr. Jason Jones		Principal	
Katherine Gutierrez		Classroom Teacher	
Ujima Thompson		Classroom Teacher	
Nayeli Martinez		Classroom Teacher	
Johanna Newman		Classroom Teacher	
Kristin Burrell-Inae		Other Staff	Vice Chairperson
<b>PARENTS/ STUDENTS/COMMUNITY MEMBERS</b>			
Deanna Lopez		Parent/Community Member	
Louie Magallon		Parent/Community Member	Chairperson
Blanca Viveros		Parent/Community Member	
Aven Callahan		Parent/Community Member	
Annastasia Williams		Student	
Leonardo Retana		Student	

<b>NON-MEMBERS/GUESTS</b>		
Name (Print)	Signature	Title

# Monthly Site Budget Report as of 2.26.19

School	School Name	Resource	Resource Description	Revised Budget	Expenditures	Encumbrances	Amount Availabl	% Available
232	ARIZONA MIDDLE	0001	DISCRETIONARY	\$ 72,673.00	\$ 43,212.81	\$ 14,497.29	\$ 14,962.90	21%
			DISCRETIONARY - AVID	\$ 23,008.00	\$ 21,108.79	\$ -	\$ 1,899.21	8%
		0003	500 PER TEACHER ALLOCATT	\$ 22,500.00	\$ 12,741.75	\$ 2,538.29	\$ 7,219.96	32%
		0609	ATTENDANCE INCENTIVE	\$ 2,000.00	\$ 390.76	\$ 172.19	\$ 1,437.05	72%
		0640	TESTING	\$ 2,000.00	\$ -	\$ -	\$ 2,000.00	100%
		0790	LCFF-LOW INCOME	\$ 65,522.00	\$ 40,187.35	\$ 619.09	\$ 24,715.56	38%
		0791	LCFF-ENGLISH LEARNERS	\$ 31,650.00	\$ 17,459.61	\$ 616.25	\$ 13,574.14	43%
		3010	ESEA: TITLE I, PART A	\$ 41,900.00	\$ 7,440.99	\$ 3,590.87	\$ 30,868.14	74%
	ARIZONA MIDDLE Total			\$ 261,253.00	\$ 142,542.06	\$ 22,033.98	\$ 96,676.96	37%



Alvord Unified School District  
**Arizona Middle School**  
English Learners Advisory Committee



December 10, 2018  
3:00pm Room 110

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## Minutes

### I. Introductory Procedures

- a. **Call to Order:** The meeting was called to order by Miss. Martinez (EL Facilitator) at 3:21p.m.
- b. **Welcome/Sign-in:** Ms. Martinez welcomed all individuals in attendance: Principal; Dr. Jones, Dr. Sarai Padilla, Angelica Vargas, Blanca Viveros, Ana Gastelum, Sabas Vazquez, Sara Isals, Cynthia Lopez, Maria Zuniga, Ithaldewy Gallarod, and Erika Del Cid
- c. **Pledge of Allegiance:** All members participate in the Pledge of Allegiance that was led by Miss. Martinez

### II. Action Items

- a. **Approval of Minutes from October 8, 2017:** All members silently read and reviewed the minutes from the last meeting. Motion to approve minutes was made by Angelica Vargas, second by Blanca Viveros. Unanimously approved.
- b. **Election of new ELAC members (EL4a):** No new members were elected.

### III. Discussion Information

#### a. Training

##### i. Needs Assessment # 4(EL4c)

- 1. **ELPAC and Assessments:** What do the ELAPC scores/levels mean? and the initial and annual CELDT test. Dr. Sarai Padilla presented to the parents about the ELPAC test and the reclassification criteria. First, she went over the 4 reclassification criteria's. The first criteria is a minimum score on the language proficiency test, ELPAC. The second criteria is a minimum score on a basic skills test, Summative Assessment. The third criteria is the teacher evaluation (ELA grades and SOLOM). The last criteria is the parent opinion/consultation. Dr. Padilla also explained to the parents about Initial ELPAC and the correction of Classification. She explained to the parents that the ELPAC contains 4 domains; listening, speaking, reading, and writing.

- b. **R30 information:** Dr. Padilla went over R30 information with the parents. She explained the different demographics of our EL students from 2017-18. Last year there was a total of 127 6<sup>th</sup> grade EL students, 93 7<sup>th</sup> grade students, and 90 8<sup>th</sup> grade students. The number one language for our EL students is Spanish with 95.8% of our EL students. The second language is Arabic with 1.29% of our EL Students. With the information that the parents received from R30 they asked for the students to receive additional HW help after school.
- c. **SPSA:** Dr. Jones presented the SPSA to the parents. He asked for the parents input, and asked if they wanted any changes. Parents agreed that the SPSA looked and the goals towards EL students were great.
- d. **DELAC Report:** Mrs. Blanca Viveros stated that the trainin at the last DELAC meeting was the same one. The training was on ELPAC.
- e. **CABE information (EL1 & 4e):** Parents were informed about the CABE conference in Long Beach. One parent and two teachers are attending the conference in March. Parents were also informed about the conference in May.
- f. **Importance of Attendance (EL4c2):** Dr. Jones informed the parents about the importance of attendance. He stated that the attendance average for the month of November was 95.9% percent. The school average for the whole school year is 96.6% and we are meeting our school goal.
- g. **EL Budget – LCFF EL (SSC) (EL4d):** Dr. Jones stated that the Budget was the same as last month. The parents suggested tutoring and HW help with some of the EL money.
- h. **ATP :** Parents were invited to attend the Pollo Loco fundraiser that night.

#### **IV. Other Hearing Session**

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda

#### **V. Adjournment**

- a. Next Meeting: January 14, 2019 at 3:00 pm
- b. Adjournment: The meeting was called to close at 4:20pm.