

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **TAFT MIDDLE** SCHOOL

2016-17

37-68338-6059711

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

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

Principal: Garcia-Rubio, Hortencia

Contact Person: Garcia-Rubio, Hortencia

Position: Principal

Telephone Number:

Address: 9191 Gramercy Dr, Taft Middle, San Diego, CA, 92123-4015,

E-mail Address: hgarcia-rubio@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: *June 28, 2016*



SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.



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San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2016-2017 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Taft Middle School

DUE April 2016

SITE CONTACT PERSON: Hortencia Garcia-Rubio, Principal

PHONE: 858-935-2650

FAX:

E-MAIL ADDRESS: hgarcia-rubio@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

- Title 1 Schoolwide Programs (SWP)
- Program Improvement (PI)
- Y1 Y2 Y3 Y4 Y5 Y5+

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 10/29/2015
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: 10/29/2015
- Site Governance Team (SGT) Date of presentation: 10/29/2015
- Other (list): _____ Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan 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 site plan or revisions to the site plan were adopted by the SSC on: 5/26/2016

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

<u>Hortencia Garcia-Rubio</u> Type/Print Name of School Principal	 Signature of School Principal	<u>5/26/16</u> Date
<u>Dan Swierczynski</u> Type/Print Name of SSC Chairperson	 Signature of SSC Chairperson	<u>5/31/16</u> Date
<u>Kimie Lochtefeld</u> Type/Print Name of Area Superintendent	 Signature of Area Superintendent	<u>6-1-16</u> Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Taft Middle School's mission: "All Taft Middle School students will promote to high school with skills, motivation, curiosity, and resilience to succeed in their choice of high school, college, and/or career in order to lead and participate in the society of tomorrow."

Taft Middle School believes that student achievement and learning is a partnership between the school administration, teaching staff, parents, students, and community partners/stakeholders. We believe that all children can learn and achieve at high academic levels if opportunities and instruction come together to support each child's ability to learn. We also believe that our students will continue to learn and achieve if we, as educators, instill a passion for learning. We want our students to know that they will achieve if they commit themselves to their own personal growth and education. We believe that all populations of students on our campus can achieve academically, given additional support to address specific academic needs. Through intentional, specific instructional shifts to the rigors of the Common Core State Standards all students will be challenged and supported in their academic progress, including our historically under-performing subgroups as we work to close the achievement gap.

SCHOOL VISION AND REALITY

Taft has been a recognized part of the Serra Mesa community since its inception in 1962. The Serra Mesa area comprises an ethnically diverse mix of working-class and middle-class families, ranging from professionals and military personnel to retired citizens.

Our student population mirrors the demographics of this area and of all San Diego. More than half of our students reside in Serra Mesa. Another one-third live in East San Diego and attend Taft through the voluntary enrollment program (VEEP). Others attend via the School Choice program. Approximately 20 percent of our students are English Learners; 40 percent live in homes where a language other than English is spoken. Spanish and Vietnamese are highly represented languages.

We are in the midst of a five-year vision to create a school in which students compute, read and write at grade level by the time they are promoted from 8th grade. To accomplish this, we are applying innovative, effective, fundamental teaching methods. These methods involve making meaning of text through reading and writing, and teaching problem-solving and higher-order thinking and questioning skills. All content-area teachers are improving their literacy instruction through the San Diego Literacy Framework.

To support our teachers in their quest to improve student achievement, we provide ongoing training opportunities. We involve parents on many levels, from volunteering with school activities, chaperoning school events and assisting with our popular Taft newsletter.

We invite you to come see Taft Middle School in action.

CORE AND SUPPLEMENTAL SUPPORTS

Core District Programs:

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades 6-8: 1:28.73

NURSE:

Taft Middle SINGLE PLAN FOR STUDENT ACHIEVEMENT

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week
1,775-2,366	=	4 days per week
2,367 and above	=	5 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Middle School counselor ratio is 1:481.

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3
2268 and Above	4

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional development at Taft for the 2016-2017 school year is focused on the shift to the Common Core State Standards (CCSS). Our data shows that the achievement gap clearly exists within our students' achievement. In order to close this gap we must teach our students how to reason based on evidence and justify their thinking. These are critical components for being able to approach new and difficult learning, and are central to the Math and ELA CCSS, as well as the standards for reading across content areas. PLC department teams are meeting twice monthly to plan, implement and evaluate the learning from monthly whole group professional development centered around these specific shifts.

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

Taft Middle School has just entered Program Improvement Year 5 status. Our plan includes but is not limited to:

- Strengthen and align Tier 1 instructional practices to Common Core State Standards
- Differentiate Tier 1 instructional strategies for ALL learners
- Provide timely professional development opportunities and PLC time
- Monitor Tier 1 instructional program/student performance and prescribe Tier 2 support based on student need
- Provide Tier 2 supports based on student need in both literacy and math, included extended learning time
- Monitor student growth in 6-8 week cycles
- Conference with parents developing goal setting conference with interventions
- Monitor student growth in ILTs and PLCs and create student intervention plan for students needing Tier 3 supports

Allocations of resources supporting plan include:

- Professional Development opportunities such as conferences, planning time, curriculum writing time (*if funding is available*)
- Developing common assessments for English and mathematics grounded in CCSS
- Implement Math and ELA intervention/Study Skills classes for long term English Learners and struggling students
- After-School tutoring program
- Use Learning Upgrade for all students
- Use Rosetta Stone for English Learners
- Parent outreach and support
- Counseling and nursing services to support students in need
- Planning/monitoring time

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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 API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Dan Swierczinski	Co-Chairperson
Jennie Cota	Co-Chairperson/Parent
Mary Bush	Parent
Hortencia Garcia-Rubio	Principal
Chris Miller	Parent
Tim Tomlinson	Teacher
Maya Enrique	Other Staff
Ann Moore	Teacher
Therese Smith	Teacher/Secretary
Tim Halley	Teacher
Anna Perry	Parent
Jennie Williams	Parent
Suzanne Wells	Parent
Elizabeth Rice	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 06/14/2017, 60 % of Taft Middle Grade 6-8, Students will perform at Common Core grade level standards in Interim Assessments

Closing the Gap SMART Goal:

* By 06/14/2017, 50 % of Taft Middle Special Education, Students will meet or exceed Common Core grade level standards in Interim Assessments

* By 06/14/2017, 55 % of Taft Middle Hispanic or Latino, Students will meet or exceed grade level standards in Interim Assessments

* By 06/14/2017, 60 % of Taft Middle Black or African American, Students will meet or exceed proficiency in grade level standards in Interim Assessments

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams SBAC DRA2

Other Assessments (Please Specify):

Macleod Assessment of Reading

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Title 1 Arts Grant (Award Sites ONLY):

Area 2: Mathematics

Mathematics SMART Goal:

* By 06/14/2017, 55 % of Taft Middle Students will perform at Common Core grade level standards as identified by in Interim Assessments

Closing the Gap SMART Goal:

* By 06/14/2017, 50 % of Taft Middle Hispanic or Latino, Students will meet or exceed Common Core grade level standards as identified in Interim Assessments

* By 06/14/2017, 50 % of Taft Middle Black or African American, Students will meet or exceed Common Core grade level standards as identified in Interim Assessments

* By 06/14/2017, 40 % of Taft Middle Special Education, Students will meet or exceed will meet or exceed common core grade level standards as identified in Interim Assessments

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams SBAC DRA2

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Title 1 Arts Grant (Award Sites ONLY):

Area 3: English Learner**English Learner SMART Goal:**

* By 06/14/2017, 60 % of Taft Middle English Learner, Students will achieve a demonstrate growth of one proficiency level as measured in California English Language Development Test

Closing the Gap SMART Goal:**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams SBAC DRA2

Other Assessments (Please Specify):**Progress and Growth Monitoring:**

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Title 1 Arts Grant (Award Sites ONLY):

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

* By 06/12/2017, 80 % of Taft Middle Grade 08, Students will earn a 2.0 gpa in academic and citizenship grades as measured in Progress Reports

Closing the Gap SMART Goal:**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams SBAC DRA2

Other Assessments (Please Specify):

Report Cards/Progress Reports

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Title 1 Arts Grant (Award Sites ONLY):

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

* By 06/14/2017, 80 % of Taft Middle Parents/Guardians will participate in at least three parent involvement activities as measured by Attendance

Targeted Population:

- All subgroups and grade levels

What data did you use to form these goals?:

Sign In Sheets

Progress and Growth Monitoring:

School staff will review parent sign in sheets from Back-to -School/Curriculum Night, Open House, and other family friendly events and submit them to the administration for review. The sheets will be shared with counseling, SSC, ELAC, ILT and SGT upon request then kept on file.

The counseling, office and administration staff will contact parents by phone, email or mail to provide them with suggestions for activities to assist their student in meeting educational goals or provide additional progress and growth monitoring supports.

Title 1 Arts Grant (Award Sites ONLY):

Area 6: Additional Site Identified Area (Optional)**Additional Site Identified SMART Goal:****Closing the Gap SMART Goal:****WHAT DATA DID YOU USE TO FORM THESE GOALS?** API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams SBAC DRA2**Other Assessments (Please Specify):****Progress and Growth Monitoring:****Title 1 Arts Grant (Award Sites ONLY):**

BUDGET: Resources Aligned to Area Goals

Core Program: Edit the core program for your site

Universal Access to Strong Core Instructional Program (Tier 1)

- Teachers will create a physical environment that engages all students;
- Teachers will use best teaching practices;
- School will utilize a 6-period schedule to extend learning time in all core curricular areas and provide for interventions within the school day;
- Classroom teachers will be provided daily common planning and professional development via a small school structure to better support shared students (supports Tier I, II & III);
- Teachers will use varied instructional strategies, including differentiated assignments based on addressing IEP/ ELD goals;
- Teachers will assess student's understanding on an ongoing basis, including the use of site-developed benchmark assessments
- Teachers will use Specialized Academic Instruction (SAI) for students with disabilities (special education services model, students provided equal access to classroom instruction with a support teacher) ;
- Administrators will support classroom teachers with planning, curriculum mapping, benchmark development and calibration for the benefit of all students.

Strategic Support (Tier 2)

- Teachers will modify instructional plans to adjust for student needs;
- Teachers will provide small group instruction;
- Students performing at Basic will be provided dedicated intervention classes in the appropriate core area (ELA or math);
- Teachers will teach extended Math classes including small-group interventions;
- After school instructional support will be provided by the Extreme Learning, Primetime and Extended Day Math Program (EDMP);
- Teachers will work in quads (7th and 8th grade) and dyads (6th grade), and in houses to develop additional intervention strategies;
- Head Counselor and counselors will provide direct services to students and families to support academic success in all curricular areas and social/emotional well-being.

Intensive Intervention (Tier 3)

- Students performing at below Proficient will be provided daily academy/intervention classes in appropriate core area (ELA or math);
- Teachers will make SST referrals where appropriate;
- Study skills classes are in place as an elective course for students who qualify;
- Head counselor and counselors will assist low-performing students in modifying behavior issues by providing behavior intervention supports;
- Head counselor will lead growth groups of students who are low-performing and/or failing;
- Teachers will develop contract for attendance, behavior or work completion, where appropriate;
- Teachers will encourage students to enroll and attend Intersession and Summer School, where offered and appropriate.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2016 - 6/30/2017):

Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.

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Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Regular Teacher	0.0500	\$3,906.05	0326-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	01, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	ELA teacher will work with English Learners, struggling students and homeless youth.
Position Regular Teacher	0.2500	\$19,530.25	0326-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Math teacher will work with English Learners, Struggling students and homeless youth.
Supplies	-	\$77.33	0326-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc 01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3 Total \$42.37

How will you monitor these strategies/activities?:

- * Bell to bell instruction
- * Regular classroom observations and feedback
- * Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2016 - 6/30/2017):

Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	\$42.37	0326-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc

How will you monitor these strategies/activities?:

- * Bell to bell instruction
- * Regular classroom observations and feedback
- * Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2016 - 6/30/2017):

Cross-curricular articulation will take place weekly. All departments will meet weekly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Conference Local	-	\$3,600.00	0326-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, LCFF 1, LCFF 2, LCFF 3	Funding for Conference to participate in professional development and/or professional learning trainings.
Prof&Curriclm Dev Vist Tchr	-	\$1,560.00	0326-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, LCFF 1, LCFF 2, LCFF 3	Funding for visiting teachers to release classroom teachers to participate in professional development and/or professional learning

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Prof&Curriclm DevHrlyClstrmTchr	-	\$2,560.00	0326-30100-00-1170- 1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	communities. Funding to pay for teachers to write Common Core Standards Based curriculum
Prof&Curriclm DevHrlyClstrmTchr	-	\$400.00	0326-30100-00-1170- 1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Funding to pay for teachers to write Common Core Standards Based curriculum

How will you monitor these strategies/activities?:

- *Attendance at cluster and site professional development
- *Grade level team meetings/plc
- *Continue monitoring of student progress by administration, ILT and teachers

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2016 - 6/30/2017):

Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Guidance Asst	0.6600	\$18,851.58	0326-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	04, 05, LCFF 1, LCFF 2, LCFF 3	Funding for Guidance Assistant to provide direct support to students and their families to encourage student attendance while meeting social and emotional needs
Position Guidance Asst	0.1500	\$4,284.45	0326-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	05, LCFF 1, LCFF 2, LCFF 3	Funding for Guidance Assistant to provide direct support to students and their families to encourage student attendance while meeting social and emotional needs
Interprogram Svcs/Field Trip	-	\$1,600.00	0326-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	fieldtrips to colleges and universities to promote student academic achievement
Supplies	-	\$468.32	0326-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc 01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3 Total \$42.37

How will you monitor these strategies/activities?:

- *Phone calls home
- *SARB letters
- *Counselor interventions such as individual and group meetings
- *Student Study Team meeting with teachers, parents, support staff...etc.

5. Strategies to meet parent engagement goals (7/1/2016 - 6/30/2017):

School will have multiple opportunities for parents to participate in principal coffee meetings by providing translation in various languages, childcare,

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and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the curriculum.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inservice supplies	-	\$1,000.00	0326-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Inservice supplies for parent involvement activities that support student achievement
Supplies	-	\$497.00	0326-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc
Postage Expense	-	\$500.00	0326-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Postage to mail home letters home to parents

How will you monitor these strategies/activities?:

- *Sign in sheets from principal/parent meetings
- *Communication through School Messenger, E-Blast, flyers and the school website
- *Foundation meetings
- *SSC meetings
- *ELAC meetings
- *Open door policy to meet with parents and community members about individual concerns

Local Control Funding Formula Goals
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal:: Funding to support a portion of an ELA, Math, and Music teacher to focus ELs, homeless students and struggling students and needed supplies</p> <p>Identified Need:: Focus on ELs, homeless students and struggling students</p> <p>Target Group:: ELs, homeless students and struggling students</p> <p>Monitoring:: Staff will monitor student data and grades.</p> <p>Personnel Responsible:: Teaching Staff, counseling and administration</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: Funding to support a portion of an ELA, Math, and Music teacher to focus ELs, homeless students and struggling students</p> <p>Identified Need:: Focus on ELs, homeless students and struggling students</p> <p>Target Group:: ELs, homeless students and struggling students</p> <p>Monitoring:: Staff will monitor student data</p> <p>Personnel Responsible:: Teaching Staff, counseling and administration</p>
<p>Goal 3: Professional Development Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?</p>
<p>Professional Development Goal: Supplies to provide supplemental support materials that will assist staff during PD and PLC to focus instruction on ELs, homeless students and struggling students</p>

Identified Need::

Focus on ELs, homeless students and struggling students

Target Group::

ELs, homeless students and struggling students

Monitoring::

Staff will monitor student data

Personnel Responsible::

Teaching Staff, counseling and administration

90% Unduplicated Count Schools Only (1.0 FTE): Write a brief description on the SGT decision for the additional 1.0 FTE. Include the date of the meeting and the decision vote.

LCFF Intervention Supports

Please provide a DETAILED description of the activity or strategy and the targeted students.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Regular Teacher	0.1000	\$7,812.10	0326-09800-00-1107-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Music Teacher will work with English Learners, struggling students and homeless youth.
Position School Library Techn II	1.0000	\$38,780.00	0326-09806-00-2230-2420-0000-01000-0000	LCFF S/C Positions	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	School Library Technician II to work with English Learners, Struggling Students and Homeless Youth.
Position Regular Teacher	0.0500	\$3,906.05	0326-09800-00-1107-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	English Teacher will work with English Learners, Struggling students and homeless youth.
Position Regular Teacher	0.2500	\$19,530.25	0326-09800-00-1107-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Math Teacher will work with English Learners, Struggling Students and homeless youth.
Position Guidance Asst,	0.0650	\$1,856.60	0326-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Guidance Assistant to provide direct support to students and their families to encourage attendance while meeting social and emotional needs
Classroom Teacher Hrly	-	\$900.00	0326-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	[no data]	
Supplies	-	\$173.63	0326-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc
NonClstrm Prof&Curriclm DevHrly	-	\$2,150.00	0326-09800-00-1971-2700-0000-01000-0000	LCFF Intervention Support	[no data]	

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- C. Home/School Compact
- D. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- E. 2016-17 SPSA Assessment and Evaluation
- F. Professional Development Expenditures for Program Improvement and Watch List Schools Only
- G. WASC Recommendations (WASC Schools Only)

APPENDIX A**DATA REPORTS**

Data Reports:

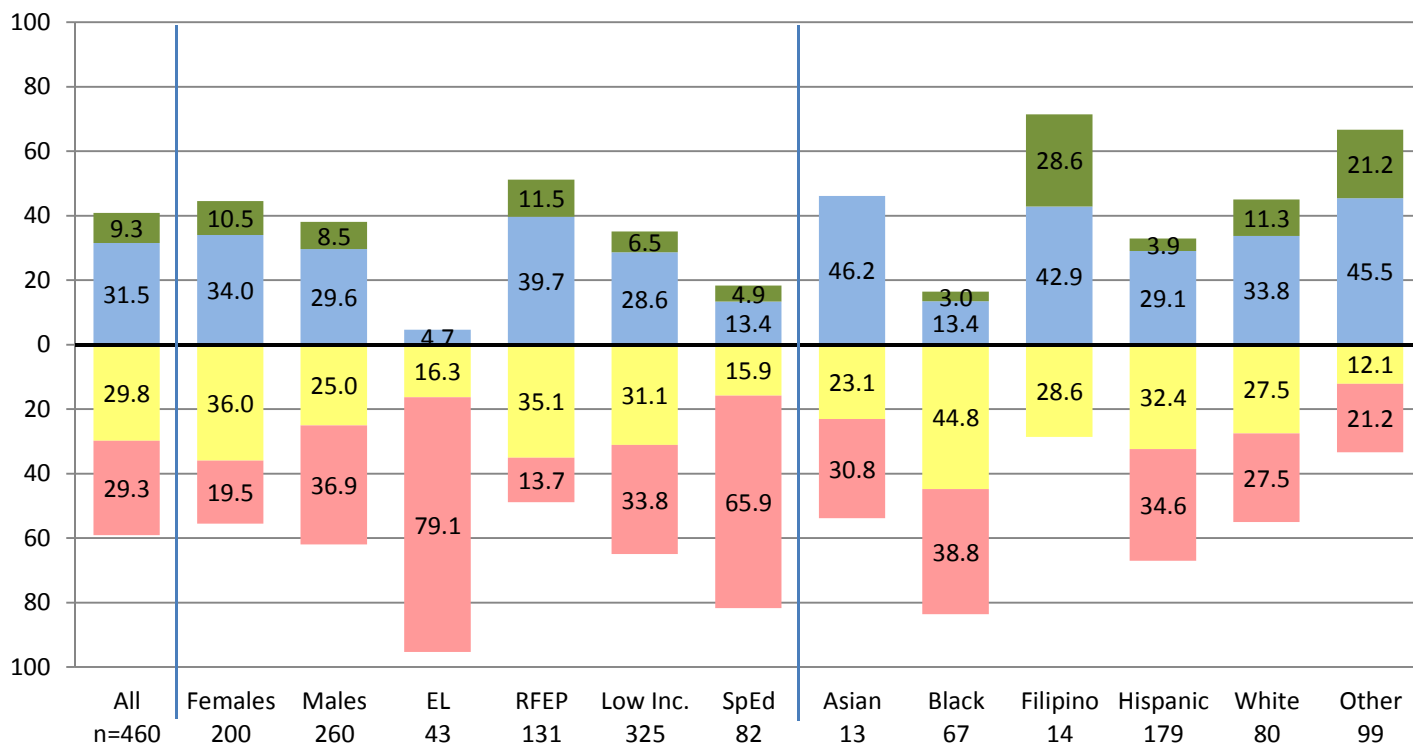
(See SPSA Guidelines for instructions))



PERFORMANCE LEVELS BY GRADE REPORT
 Taft - All Grades
 Smarter Balanced Summative Assessments 2015

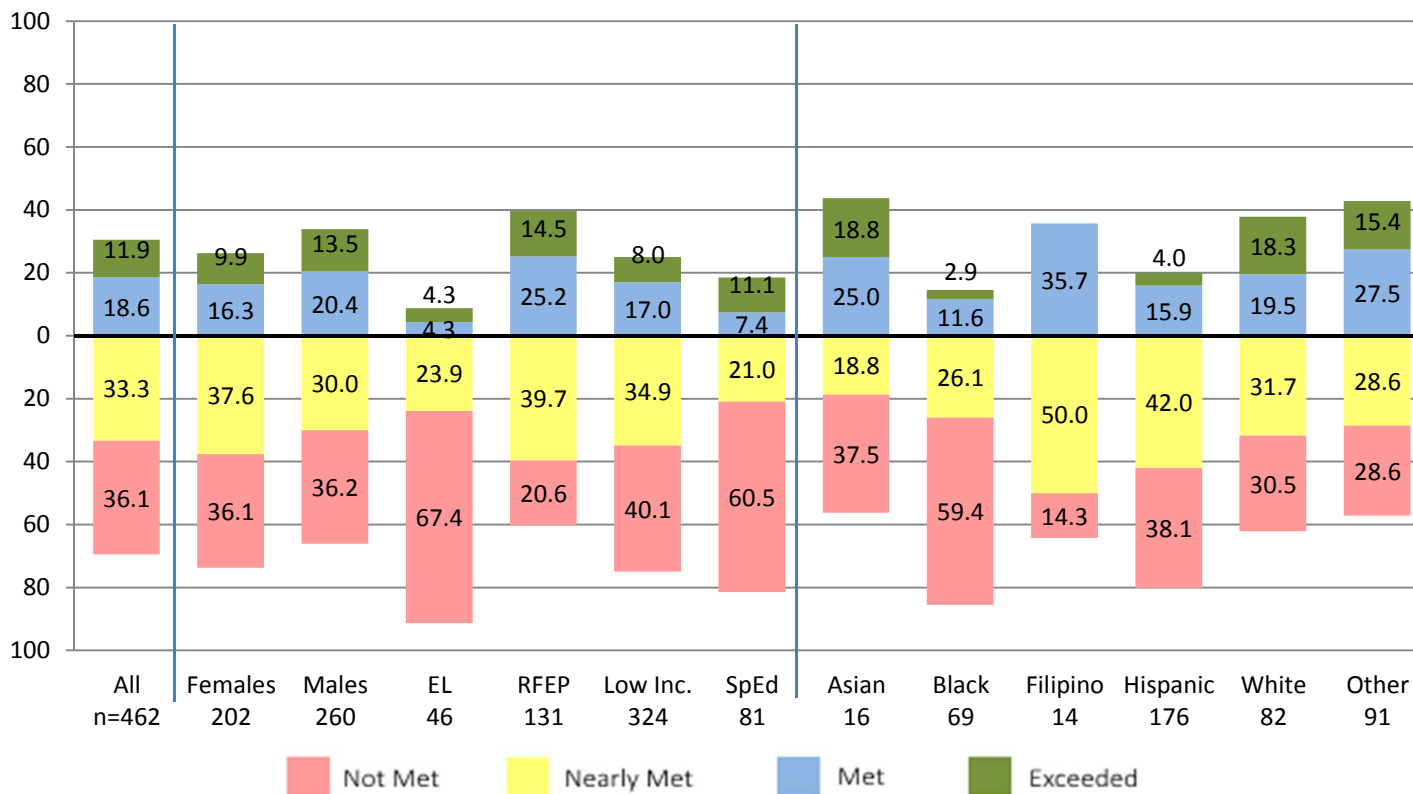
ENGLISH LANGUAGE ARTS

Percent of Students at Each Achievement Level



MATHEMATICS

Percent of Students at Each Achievement Level



■ Not Met
 ■ Nearly Met
 ■ Met
 ■ Exceeded

APPENDIX B

**TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**
(Provided by the School Site)



San Diego Unified School District

Taft Middle School TITLE I PARENT INVOLVEMENT POLICY WITH INTEGRATED HOME/SCHOOL COMPACT 2016-17

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Taft Middle School has developed a written Title I parental involvement policy with input from Title I parents. During School Site Council meetings, parents, staff and SSC members review the Parent Involvement Policy at the beginning of each school year. The Parent Involvement Policy is distributed to all families at the beginning of each school year. The policy describes the means for carrying out the following Title I parental involvement requirements. The policy is distributed to parents of Title I students at the beginning of each school year.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program:

To involve parents in the Title I program at Taft Middle School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. The Title I meeting is held at the beginning of the school year. The meeting is announced via School Messenger and on our SSC agenda. The SSC Agenda is posted at least 72 hours before the SSC meeting.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. These meetings will be scheduled by the school in languages appropriate for the parent groups. Topics covered during the meetings may include:
 - Improving communication between the school and home;
 - Discussing current student assessment data and student progress;
 - Discussing the developmental needs of middle school students;
 - Providing information about school and district resources for student academic improvement;
 - Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in events and activities;
 - Providing training programs to help parents support and work with their children at home and at school;
 - Advocating for teachers and parents; and
 - Valuing cultural diversity.
- The school involves parents of 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. This occurs during monthly SSC meetings and monthly Coffees with the Principal, PTA meetings and other advisory groups.

- The school provides parents of Title I students with timely information about Title I programs , through regular phone and email messages on School Messenger, the school website, fliers, and the school marquee. These communication systems are used to advertise parent meetings and training sessions offered at Taft, the District Advisory Council’s Harold J. Ballard Parent Center, and throughout the district. Opportunities for parental suggestions and feedback will be offered during parent meetings such as Coffee with the Principal, SSC Meetings, and PIQE. These suggestions will be reviewed in a timely fashion and, if possible, responses will be given by the next scheduled meeting. Topics that are appropriate for SSC review and/or action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- The school provides parents of 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. Taft provides parents 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 during Back to School Night, as well as other meetings and events.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents are encouraged to participate in the articulation process at Taft Middle School. Counselors and administration is also available to meet with parents and families.

School-Parent Compact:

Taft Middle School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, 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 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 to volunteer and participate in their child’s class; and opportunities to observe classroom activities. The Taft Middle School School-Parent Compact is jointly developed with parents during SSC meetings.

Building Capacity for Involvement:

Taft Middle School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, 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. The teachers at Taft Middle School present information to parents during Back To School Night. Topics include Common Core Standards, assessments and how they monitor student academic achievement. Teachers are available to informally meet with parents before and after school as well as arrange a conference or classroom visit. Teachers have pages on the school website to share information with parents.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Materials and training are available through the Ballard Parent Center in Old Town. At school, we hold parent events, such as College Night and the Parent Institute for Quality Education (PIQE).
- 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. Parents are informed at the beginning of the school year, and throughout the school year about the variety of opportunities our school offers for volunteering. Parents are informed at the beginning of the year that they are always welcome to call the school and schedule an appointment with their child's teacher. Additional information can be found on our school's website: www.sandiegounified.org/taft.
- 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. We encourage parent volunteers to work in classrooms and provide additional support. We host Family Movie Nights as well as other parent involvement activities.
- 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.
 - School Messenger phone and email messages
 - The school website and teacher pages
 - Back To School Night
 - Community Meetings, such as SSC
 - The School Marquee
- The school provides support for parental involvement activities requested by Title I parents. The principal and staff encourage parents to provide input and ideas to continually improve parent involvement. The principal has an open door policy; input is taken during Coffee with the Principal, PTA Meetings, SSC, during school and PTA events and activities. The school provides childcare for PIQE.

Accessibility

Taft Middle School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand through the district's translation department, through the participation of community members who speak other languages and through the use of online translation tools.

APPENDIX C

HOME/SCHOOL COMPACT

(Provided by the School Site)



TAFT MIDDLE SCHOOL

HOME/SCHOOL COMPACT

Taft 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) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share 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 California's high standards.

This Home/School Compact is in effect during school year 2016-2017.

SCHOOL RESPONSIBILITIES

The Taft Middle School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:
2. Provide parents with frequent reports on their child's progress. Progress reports will be distributed to students after the first, second, fourth and fifth grading periods. Semester grades (third and sixth grading periods) will be mailed home by the district.
3. Provide parents reasonable access to staff. Staff will be available during their preparatory period and by appointment.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Completing a Volunteer Application, signing in the office when arriving and signing out upon departure.
5. Providing consistent communication with parents through various modes (website, School Messenger, paper fliers).

PARENT RESPONSIBILITIES

We, as parents, will support our child's learning by:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of screen time (television, social media, electronics) my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Learning about and using PowerSchool to monitor my child's progress.
- 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.
- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards:

- ✓ Attend school regularly and on time.
- ✓ Participate in classroom activities and assignments.
- ✓ Do my homework every day and ask for help when I need it.
- ✓ Read at least 30 minutes every day outside of school time.
- ✓ 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.
- ✓ Maintain and use my school planner to record assignments.
- ✓ Using PowerSchool to monitor my progress.
- ✓ Being a good citizen and following the Eagle's Way.

APPENDIX D**CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District					
Site: 0326 Taft Middle					
As of Date 05-23-2016					
Extended Summary					
	30100 Title I Basic		30103 Title I Parent	30106 Title I Supplmnt	
Name	FTE	TOTAL	TOTAL	FTE	TOTAL
		79,023.00	1,997.00		8,675.00
		79,023.01	1,997.00		8,675.00
		(0.01)	-		-
2000 Regular Teacher	0.30	23,436.30	-	-	-
6425 Guidance Asst	0.66	18,851.58	-	0.15	4,284.45
1170 Prof&Curriclm DevHrlyClstrmTchr		2,960.00	-		-
1192 Prof&Curriclm Dev Vist Tchr		1,560.00	-		-
Employee Benefits		26,937.80	-		3,879.86
4301 Supplies		77.33	497.00		510.69
4304 Inservice supplies		-	1,000.00		-
5209 Conference Local		3,600.00	-		-
5735 Interprogram Svcs/Field Trip		1,600.00	-		-
5920 Postage Expense		-	500.00		-

APPENDIX E

2016-17 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: TAFT MIDDLE SCHOOL

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	At the budget meeting of 2/16/15, the principal, Dan Swiercynski, SSC Co-Chair, Tese Smith, SSC Secretary, and Anna Perry, SSC Parent, we decided to focus on areas 2, 3 4 and 5. Our input is listed below.
CLOSING THE ACHIEVEMENT GAP	We want to be more systematic and transparent about the strategies that we are using to close the achievement gap. We want to be more purposeful about looking at data and grouping students. We also believe that the Guidance Assistant position will help support these endeavors. We know we need more resources to support English Learners and we appreciate a site ELST We also want SSC training for mornitoring these subgroups students. We felt we were between a 3 and a 4 in this area.
PROFESSIONAL DEVELOPMENT	We have had PD in math and reading. We are exploring Design Thinking and we are continuing to learn about Restorative Justice, Culture and Leadership in Transition through internal and external staff developments. We felt we were a 3 in this area.
GRADUATION/PROMOTION	We felt we were between a 4 and 5 in this area. We will examine our Smarter Balance data and monitor progress.
PARENT ENGAGEMENT	We felt we were a 4 in this area. We know our parents are sometimes challenged when it comes to availability. We do have formal structures in place (SSC and SGT) for parent participation.

APPENDIX F

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

APPENDIX F

School Name: Taft Middle School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2016-17 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT SCHOOLS

Enter Total Allocation: Resource 30100	\$79,023.00
Enter Total Allocation: Resource 30106	\$8,675.00
Sum of Resources 30100 & 30106	\$87,698.00
10% allocation needed for PD	\$8,769.80

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1170	Professional & Curriculum Development Hourly - Teachers In-School Professional Development & Training (Approximate Benefits included)	\$3,434.00
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Professional & Curriculum Development Visiting Teachers - Sub Teachers when TMS Teachers are on Professional Development & Training (Approximate Benefits included)	\$1,810.00
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	5209	Conference Local - Teachers Training	\$3,600.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$8,844.00
10 % allocation has been met			YES

APPENDIX G

WASC RECOMMENDATIONS (WASC SCHOOLS ONLY)