



## 2020-21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fort Sage Unified School District	Dr. Keith Tomes Superintendent/Principal	ktomes@fortsage.org (530)827-2129

### Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Fort Sage Middle School (7-8) and Sierra Primary (TK-7)

### Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>Fort Sage Middle School and Sierra Primary School were identified for Comprehensive Support and Improvement Monitoring in February of 2020. The district solicited the assistance of Lassen County Office of Education to complete a needs assessment and focus on a plan for improvement. As the district is currently in the process of addressing these same issues with Differentiated Assistance. The areas identified were chronic absenteeism, excessive suspensions and poor academic achievement in English Language Arts and Mathematics. Fort Sage Unified School District has involved Fort Sage Middle School and Sierra Primary School in all endeavors. The 7th and 8th grade students are currently assigned to the Herlong High School are supported, trained, and funded through that location. The district is addressing the needs of Fort Sage Middle School and Sierra Primary School collectively as the district also needs to improve overall. There was a transition in administration beginning the 2020-21 school year, during the 2019-20 school year, certificated and classified staff engaged in the development, as well as the Board. Feedback from staff and the Board were strongly encouraged to consider the culture and climate of all schools in the district. The stakeholders felt the negative climate of the entire district needed to be addressed.</p>

Together, with the County Superintendents Office determined the following common agreements that will be included in the 2021-22 LCAP. The district was compelled to use the data from the California School Dashboard and other local data was used to inform the development of the plan. Looking at the California Department of Education website, the stakeholders identified PBIS to improve behavior and suspensions, Attendance Works to improve Chronic Absenteeism, and Christiana Frank to provide support to improve instructional strategies. One of the resource inequities identified was in the area of special education and suspensions. Training for staff, classified and certificated, were trained on special education laws and the Federal and State requirements. A Williams audit revealed inequities in the areas of facilities. A custodian/maintenance was hired to address the needs of the facility inequities.

Monitor Data - Examine and use existing absenteeism data sources on a monthly basis

Engage Students and Parents - Expand data conversations to help students and parents understand: behavior, absences, grades, and referrals

Recognize Good and Improved Attendance - Expand attendance recognition at the high school level

Provide Personalized Early Outreach - Use the Response to Intervention and Student Study Team meetings, data conversations, an Aeries communication systems

Remove Barriers to Attendance - Identify barriers through Response to Intervention and Student Study Team meetings (Not to be included in LCAP -Review Board Policies and procedures in the areas of Independent Study and Inter-district Transfers.)

## **Monitoring and Evaluating Effectiveness**

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

Fort Sage Unified School District will monitor student attendance quarterly using the Student Information System for reporting referrals and discipline. Student discipline and suspension data will be analyzed and reported quarterly as well as shared with the faculty and staff for discussions and interventions during Professional Learning Communities (PLC's). Attendance data will be monitored weekly to determine necessary interventions and strategies. This data will also be discussed and shared at Professional Learning Communities (PLC's) and faculty meetings. Finally, student achievement data will be monitored (grades, benchmark testing and common formative assessments) prior to the CAASPP administration and reports. The Site Council/Parent Advisory Committee will be included in the monitoring process. The certificated and classified staff will also be included in the monitoring and evaluation process. Both of these groups will monitor and evaluate the effectiveness of the plan.

Attendance at professional development for faculty and staff will be mandatory and focus on building climate and culture, implementing Positive Behavioral Intervention Systems (PBIS) and Multi-tiered Systems of Support (MTSS) and Response to Interventions (RTI) with fidelity. This will then be used to assist teachers and support staff in implementing a viable curriculum aligned to the California State Standards with the appropriate rigor and engagement. Developing Common Formative Assessments (CFA's) to monitor and check for understanding as well as measure student mastery towards the standards. Finally, teachers will implement universal best instructional practices. The lesson plans, curriculum guides and pacing calendars and classroom instruction will be monitored frequently with immediate teacher feedback and reflection.

The supports, resources, and services the LEA is using to build school and stakeholder capacity includes making a change in time for the committees to convene. The District is looking for ways to increase attendance during these meetings so parents can attend, some of the ideas include providing child care and nutritional snacks. The administration is attending community meetings and communicating how things are progressing at the schools and receiving community feedback.