Ayer Elementary

10621666101091

Principal's Name: Lynn Rocha-Salazar

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

Centralized Services - No Centralized Services are utilized at this time.

Ayer Elementary   Title I School

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Lynn Rocha-Salazar	X				
2. Chairperson - Marla Laborde			X		
3. Curtis Bruno			X		
4. Debra Rowley		X			
5. Lisa De Orian		X			
6. Angie Zack		X			
7. Angel Martinez				X	
8. Margarita Arreola				X	
9. Anastasia French				X	
10. Lili Gutierrez-Pineda				X	
11. Keren Abril Esparza				X	
12. Karen Lee				X	
13. Doug Deffebach				X	
14.					
15.					

Check the appropriate box below:
☒ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Lynn Rocha-Salazar		3/29/17
SSC Chairperson	Marla Laborde	Marla La Borde	March 29, 2017

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Ayer - 0020

ON-SITE ALLOCATION

3010	Title I	$54,318 *
7090	LCFF Supplemental & Concentration	$194,532
7091	LCFF for English Learners	$81,534

TOTAL 2017/18 ON-SITE ALLOCATION **$330,384**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$1,020
Remaining Title I funds are at the discretion of the School Site Council	$53,298
Total Title I Allocation	$54,318

February 9, 2017

2017 - 2018 SPSA Needs Assessment

SCHOOL : [Ayer ▼] [Select]

1 - Academic Performance/Growth/Completion

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☐	3165	**District Dashboard (Goal 1):** Performance on Smarter Balance (ELA)	48/68	N/A[3]	17.91%	20.97%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☐	3166	**District Dashboard (Goal 1):** Performance on Smarter Balance (Math)	40/68	N/A[3]	14.60%	18.60%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☐	3169	**District Dashboard (Goal 1):** Percentage of 3rd grade students reading at grade level	49/66	N/A[3]	18.28%	19.32%	N/A[3]	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3158	**District Dashboard (Goal 4):** Percentage of students with a D or F on their report card	50/68	0.00%[4]	47.46%	58.79%	45.00%	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	4/63	N/A[6]	16.48%	58.18%	8.26%	•LCAP Dashboard - 4PupilAchievement
☐	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	17/63	N/A[6]	29.67%	63.64%	18.35%	•LCAP Dashboard - 4PupilAchievement
☐	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	39/67	N/A[7]	N/A[7]	19.46%	26.88%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
☐	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	39/67	N/A[8]	N/A[8]	19.24%	26.43%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

Assessments) - Standard
Met/Exceeded
(Subelement)

2 - Social Emotional/Climate Culture

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☐	917	**District Dashboard (Goal 1):** Number and percentage of English Learner students redesignated (current progress).	54/68	7.86%	21.54%	11.98%	8.29%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
☐	863	**Annual Measurable Achievement Objective 2:** Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	15/68*	15.64%	30.69%	N/A[9]	N/A[9]	•LCAP Dashboard - 4PupilAchievement
☐	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	51/68	36.97%	38.86%	46.60%	43.72%	•LCAP Dashboard - 4PupilAchievement
☐	48	ADA Attendance Rate	30/68	95.06%	94.91%	95.13%	95.17%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☐	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	22/69	14.09%	13.93%	13.50%	13.77%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☐	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	24/68	N/A[10]	N/A[10]	31.63%	23.23%	•LCAP Dashboard - 5PupilEngagement
☐	2001	**District Dashboard (Goal 4):** On-campus suspension instances per 100	1/69	6.82%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

☐	843	**District Dashboard (Goal 4):** Out of school suspension instances per 100	19/68	6.82%	5.52%	4.10%	6.67%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
☐	528	**District Dashboard (Goal 4):** Expulsions per 100	51/68	0.00%	0.00%	0.14%	0.14%	•LCAP Dashboard - 6SchoolClimate
☐	2080	**District Dashboard (Goal 2):** Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	52/67	39.24%	55.59%	27.09%	3.81%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
☐	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	15/68	N/A[13]	N/A[13]	75.90%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	42/69	N/A[13]	N/A[13]	63.19%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	24/68	N/A[13]	N/A[13]	60.72%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	27/68	N/A[13]	N/A[13]	71.80%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

7. Formative Assessment started in '15-16 School Year

8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year

9. Updated once we have Annual Report from CDE

10. Ties to official ATLAS reporting starting in '15-16 School Year

11. District level indicator - requiring CDE data submission

12. Project launched in '15-16 School Year

13. Tracking started in '15-16 School Year (Baseline Year)

14. *A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:*

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : ○ No ○ Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Ayer Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3751 - Students scoring maximum on the Math and ELA	58.18	65	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

To ensure that students will achieve grade level standards, a three-tier response to intervention system will be implemented beginning with students in Kindergarten. Tier one and two levels of instruction will be provided by the classroom teacher utilizing the Wonders curriculum and Orton-Gillingham strategies with the support of an instructional assistant. Tier three intervention will be provided by a part time certificated tutor to identified students. ELA IPG Tenet 1, 2a., 2b., 2c.

SMART Goals

By the end of 2018, 65% of students in Kindergarten will be mastering both the Math and ELA sections of the KAIG.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Orton- Gillingham	Kindergarten Teachers	Weekly
BAS testing	Intervention Teacher	Weekly
AC data		
Classroom Observations/Walkthroughs and Feedback		

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parents will use the parent portal and EduText to help monitor student achievement. Parents will be involved with

Describe Related Professional Learning:

Guaranteed and Viable Curriculum Development

ELAC and School Site Council to help monitor and move student achievement forward. Parents will participate in Back to School Night, Parent Teacher Conferences, Family Literacy & Math Nights and Goal Setting activities as outlined on our School Compact.

Instructional Practice Guide

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Two and one-half hours of integrated literacy instruction including the use of tablets and software programs from Wonders.

Tier two support provided through differentiated classroom instruction (guided reading with the use of leveled readers) and classroom aide.

Tier three support provided by a certificated tutor using data to plan for instruction utilizing Orton-Gillingham strategies (sand trays, magnetic letters, felt, dry erase boards, etc.)

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Integrated and Designated ELD instruction.

Ayer Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3750		Certificated Tutor	$ 34,109.00
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3750			$ 33,106.00
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.3750		Certificated Tutor	$ 34,109.00
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.3750		Certificated Tutor	$ 34,109.00
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Materials/Supplies (Parent Involvement)	$ 1,020.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Tablets	$ 10,623.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	$ 8,000.00
1	1	LCFF: EL	Instruction	Materials & Supplies				Materials/Supplies	$ 13,316.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials/Supplies	$ 11,477.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials/Supplies	$ 35,820.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	$ 500.00
								Total	$ 216,189.00

Action # 2

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	21	30	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Implement an **Integrated Literacy Model** that includes Big Ideas and Essential Questions aligned to quarterly performance tasks to include prompts, rubrics, and lesson development utilizing the Wonders curriculum. Tasks integrate reading, writing, speaking, and listening, and/or language standards to support students in building their understanding of the text and topics under consideration. ELA IPG Tenets 2a. & 2b.

SMART Goals

By June 2018, 60% of students in grades K-6 will pass the Performance Task as measured by a writing rubric for expository writing.

By June 2018, 60% of students in grades 4-6 will pass the Performance Task as measured by a writing rubric in argumentative writing.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
AC common assignment results	Classroom Teachers	Bi-Weekly
Performance Tasks	Lead Teachers	Quarterly
Interim Assessments	Administrators	Bi-Annually
Classroom observations/walkthroughs and feedback		Weekly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parents will participate with ELAC, Back to School Night, Open House Presentations, School Site Council

Parent Conferences, Parent University courses, Family Literacy Night, Copier Lease, Translating Services, and PTA to increase student achievement.

Describe Related Professional Learning:

Achieve the Core and The Center for the Collaborative Classroom will be utilized to support professional development.

Accountable Communities Agendas/Feedback

Site Professional Learning on Integrated Literacy

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

All students will participate in the use of complex text, talk, and tasks that integrate reading, writing, listening, speaking, and thinking.

Additional support to be provided at all grade levels utilizing certificated tutors.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Implementation of Language Progressions, Disaggregated writing and reading data for EL to plan for instruction

Ayer Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750			$ 10,006.00
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Summer Planning Supplemental Contracts	$ 8,505.00
2	1	Sup & Conc	Parent Participation	Classified Support-Supplemental				Translating (Conferences)	$ 1,000.00
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for Grade Level Planning	$ 13,794.00
2	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Summer Planning Supplemental Contracts	$ 8,505.00
2	1	Sup & Conc	Instruction	Direct-Other (Dr)				CELDT Assessors	$ 2,300.00
2	1	Sup & Conc	Instruction	Office Equipment Lease				Copier Lease	$ 4,000.00
								Total	$ 48,110.00

Action # 3

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	21	30	

◉ New-Action	○ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Implementation of an Integrated Literacy Model that includes differentiated instruction to ensure that students scoring moderately below and significantly below California State Standards will achieve grade level standards. Instruction will be provided by classroom teachers and two certificated tutors at grades 1-6. Each grade level team will develop a 45 minute block intervention in addition to the core instruction. IPG-Literacy 2a., 2b., 2c

SMART Goals

By June of 2018, students scoring Standard Not Meet/Nearly Met will decrease to 70% as measured by SBAC.

By June of 2018, 40% of students will be reading on grade level in grades 3-6 as measured by the curriculum embedded assessments, BAS or DRP.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Goal Setting Conferences held between administrator and teachers	Teacher	Weekly/Quarterly
Goal Setting Conferences held between teachers and students	Lead Teachers	
Anecdotal records, BPST II, Orton-Gillingham	Administrators	
BAS & DRP		
Interim Assessment		
AC data focused on standards, learning targets, and common formative assessments		
Classroom Observations/Walkthroughs and Feedback		

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parents will participate and be involved in DELAC and ELAC meetings throughout the year.

Weekly News (Focus on Literacy)

Describe Related Professional Learning:

Achieve the Core resources along with the following titles will be utilized for teacher/leader training.

Rigorous Reading by Nancy Frey will be utilized to provide teachers with reading comprehension strategies.

Events such as: Parent Teacher Conferences, Family Literacy Nights,

Goal Setting Reports and Student Success Team Meetings will each include a parent action.

Reading Non-Fiction, Notice & Note *by Beers & Probst*

Creating an Integrated Approach to Literacy Instruction *by Raphael & Heibert*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

All students in grades TK-6 will engage in reading complex text, talk, and tasks provided by a balanced literacy approach to instruction. This includes whole class and small group guided reading instruction utilizing leveled reading resources.

TK-6 students will have access to online learning opportunities through Wonders, after school tutorial, or participation in After School Program.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Students will be provided Designated and Integrated ELD time.

Ayer Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for SST Days	$ 2,383.00
3	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for BAS Assessments	$ 5,334.00
								Total	$ 7,717.00

Action # 4

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	19	25	

⦿ New-Action	◯ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Outline and implement a planning sequence for math instruction TK-6.

Identify a major cluster, analyze the quarterly common assessment, deconstruct standard utilizing coherence map, read the math progressions before planning the lesson sequence for the unit, then agree to implementation within grade level Accountable Communities. Instructional Practice Guide-Mathematics IPG 1, 2A, 2B

SMART Goals

By June of 2018, 35% of students in grades 1-6 will demonstrate proficiency on the quarterly performance task as measured by a rubric.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Samples of student work shared at AC meetings	Classroom Teachers	Bi-Weekly
Common assessment results	Administrators	Weekly
Interim assessment data		
Classroom Observations/Walkthroughs and Feedback		

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parents will use parent portal and EduText to monitor student progress to move students forward. They will participate in Family Math Night

Describe Related Professional Learning:

Learning to read and utilize Coherence Maps, Deconstructed Standards, and Math Progressions

Addressing the Mathematical Practices

CCSS Math utilizing the Instructional Practice Guide supported by district math coaches

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Students will participate in math instruction focused on mathematical practices through the use of math lesson design, lessons online, re-engagement opportunities, coming to consensus, making presentations, use of manipulatives, online Go Math practice, and/or flipped lesson strategies as selected by the teacher. Differentiated instruction will be supported by use of the Personal Trainer in Go Math.

Number Talks, Math Journals, use of math models

Action # 5

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	21	30	
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	19	25	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

The members of each collaborative team will work interdependently to achieve our school goals. Teams will identify specific action steps members will take to achieve the goal and a process for monitoring progress toward the goal. Ayer teachers will meet weekly in Accountable Communities to answer the four guiding questions with a focus on questions 3 & 4 utilizing common assignments and assessments in ELA & math.

SMART Goals

By June of 2018, 85% of Accountable Communities will be designated as 'Developing' as measured by the Professional Learning Communities at Work Continuum: Effective Communication from **Learning By Doing**, by DuFour et al on indicators 1-4.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Progress will be monitored by establishing goals, targets, and student outcomes.	Classroom Teachers	Quarterly
Smart Goal Conferences	Administrators	Bi-Weekly
Lead Teacher Planning Days (2)		Weekly
Grade Level Planning Days (5)		
AC data on common formative assessments		
Classroom walkthroughs/observations and feedback		

Explain the Targeted Actions for Parent Involvement (required by Title I):

Weekly News, Bear Facts. Parents will participate in SST's and parent conferences to help move student achievement.

Describe Related Professional Learning:

Lead Teacher Meetings (site & region), Learning by Doing by DuFour, et al.

Book Study on Pyramid Response to Intervention by Buffum, Mattos, and Weber.

Solution Tree Video Resources from the Global PD Library

CSTP 3 – Understanding and Organizing Subject Matter, CSTP 4 – Planning for Instruction and Designing Learning Experiences for ALL,

CSTP 5 – Assessment and CSTP 6 – Developing as a Professional Educator

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Differentiated instruction based on results of assignments or assessments. Lessons may include use of frontloading strategies, re-engagement, re-teaching, or enrichment strategies.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Number Talks, Math Journals, use of models & manipulatives

Ayer Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for ILT Planning	$ 2,417.00
5	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for SMART Goal Conferences	$ 2,417.00
								Total	$ 4,834.00

Action # 6

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	7.1	5	

○ New-Action	⦿ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Ayer School will implement MAC/CHAMPS, Restorative Practices, hold weekly class meetings, assign written reflections, implement the Second Step Curriculum, and continue the Peer Mediators program to lower suspension rate, increase time on task and increase student ownership of their work in a culture of learning and high expectations. Ayer will identify students in order to align possible resources and interventions as the HSL, Restorative Practices Counselor, or school psychologist. Other support systems include Girl Power and Boys to Men mentoring opportunities.

SMART Goals

By June of 2018, the number of office referrals will decrease by 10% as measured by quarterly reports.

By June of 2018, the number of suspensions will decrease to 5% as measured on Atlas.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Behavior/Suspension Reports	Classroom Teachers	Quarterly
SQII data	Safe and Civil Schools Team	Daily
Plan for instruction and recognize those that demonstrate positive school behaviors.	Administrators	Monthly
Office referrals/Atlas entries		Annually
Number of resolved conflicts on campus		
Student and Staff survey results.		
Team Meeting with HSL, Restorative Practices Counselor, and School Psychologist.		

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parents will be involved and participate by joining the Classroom visitations, volunteering, and Watch D.O.G.S

Describe Related Professional Learning:

Safe and Civil School Training (STOIC), Peer Mediation Training, Restorative Practices

Program. Parents will also assist in the planning of campus activities that will enable Ayer to grow our culture of learning with high expectations.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Weekly Classroom Meetings, Student Council, Peer Mediation, Restorative Practices, onsite counseling by School Psychologist, HSL, Academic Intervention, PBS, and on site mentors.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Use of role playing, video, picture cards, cross age tutors, certificated tutors and class meetings will be utilized to support EL students. Bilingual CWA and HSL (Home School Liaison) to work in support of students and families.

Ayer Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750			$ 10,768.00
6	2	Sup & Conc	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.3750			$ 9,501.00
6	2	Sup & Conc	Psychological Services	Certificated Pupil Support-Regular	Psychologist, School	0.2000		One additional day of Heidi Cantwell's time	$ 28,059.00
6	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contract (Safe and Civil)	$ 1,600.00
6	2	Sup & Conc	Other Instructional Resources	Clerical, Technical & Office-Extr				Extra time Lab Aide	$ 1,103.00
6	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Extra Time				Extra Time HSL	$ 1,003.00
6	2	Sup & Conc	Instruction	Materials & Supplies				PBS Incentives	$ 1,500.00
								Total	$ 53,534.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0020 Ayer Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies	11,477.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Materials/Supplies (Parent Involvement)	1,020.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.375		33,106.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.375	Certificated Tutor	34,109.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies	35,820.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Tablets	10,623.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Technology	8,000.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.375	Certificated Tutor	34,109.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.375	Certificated Tutor	34,109.00
1	1	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies	13,316.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Grade Level Planning	13,794.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			Summer Planning Supplemental Contracts	8,505.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Summer Planning Supplemental Contracts	8,505.00
2	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		10,006.00
2	1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	4,000.00
2	1	Sup & Conc	Instruction	Direct-Other			: CELDT Assessors	2,300.00
2	1	Sup & Conc	Parent Participation	Cls Sup-Sup			Translating (Conferences)	1,000.00
3	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for BAS Assessments	5,334.00
3	1	Sup & Conc	Instruction	Teacher-Subs			Subs for SST Days	2,383.00
5	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SMART Goal Conferences	2,417.00
5	1	Sup & Conc	Instruction	Teacher-Subs			Subs for ILT Planning	2,417.00
6	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375		10,768.00
6	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			Extra Time HSL	1,003.00
6	2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract (Safe and Civil)	1,600.00
6	2	Sup & Conc	Instruction	Mat & Supp			: PBS Incentives	1,500.00
6	2	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.375		9,501.00
6	2	Sup & Conc	Other Instructional Resources	Cl&Tech-Ext			Extra time Lab Aide	1,103.00
6	2	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.200	We would like to purchase an additional day of Heidi Cantwell's time for Ayer.	28,059.00

$330,384.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$54,318.00
Sup & Conc	7090	$194,532.00
LCFF: EL	7091	$81,534.00
Grand Total		**$330,384.00**

Domain Totals	Budget Totals
Academic	$276,850.00
SEL / Culture & Climate	$53,534.00
Grand Total	**$330,384.00**

04/06/2017