


Ayer Elementary

106216661010911

Principal's Name: Lynn Rocha-Salazar

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>Compact/Site Parent Involvement Policy/SSC Bylaws **See Addendum</i>

District Goals	
<p>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.</p>	
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.

Consolidated Program Assurances

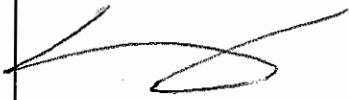

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

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 – Angie Zack (Gudmunson)		X			
3. Marla LaBorde -			X		
4. Jacqueline Sims-Esquivel		X			
5. Errin Topolovec		X			
6. Rosie Espinoza				X	
7. Brittney Caudell				X	
8. Gabriel Montoya				X	
9. Martha Lemus Ledesma				X	
10. Isabel Cisneros				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> 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		3/20/18
SSC Chairperson	Angie Zack		3- ²⁰ 19-18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Ayer - 0020

ON-SITE ALLOCATION

3010	Title I	\$52,275 *
7090	LCFF Supplemental & Concentration	\$207,624
7091	LCFF for English Learners	\$70,485
TOTAL 2018/19 ON-SITE ALLOCATION		\$330,384

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,230
Remaining Title I funds are at the discretion of the School Site Council	\$51,045
Total Title I Allocation	\$52,275

Ayer Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	11.374	18.374
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	25.068	32.068
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	20	27

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

First year of new ELA adoption with Wonders.

Teachers began the process of identifying essential standards, learned to write learning targets, creating and used common formative assessments- one standard per quarter.

District training on the adopted curriculum.

Teachers met weekly in PLCs to answer four guiding questions in ELA

Some grade levels started to use online curriculum embedded assessments.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Second year of new math adoption - Go Math.

Began the process of identifying essential standards, learned to write learning targets, created and used common formative assessments- one standard per quarter.

One in-service day was devoted to math PL in support of essential standards, writing targets, creating CFAs and SBAC. Content included use of math tools across the grades.

Teachers met weekly in PLCs to answer four guiding questions in math.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

EL 75/78 Not Meeting or 96.15%

AA 38/42 Not Meeting or 90.48%

AA Females 11/11/ Not Meeting or 100%

SPED 42/43 Not Meeting or 97.67%

Students have not received integrated and designated ELD at all grade levels in the first year of the new adoption.

In the first year of Wonders implementation, more emphasis was placed on learning the instructional routines and less on writing.

Teachers no longer had access to iReady in order to diagnosis and monitor student reading progress in reading over time.

There was not a school wide Response to Intervention program.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

EL Reclassification Rate (All grade levels)

Students do not consistently receive designated EL instruction across all grade levels.

Only 20% of students at Ayer meet or exceed standards on the SBAC.

L/H 195/239 Not Meeting or 81.59%

AA 36/44 Not Meeting or 81.82% for AA females it is 97% Not Meeting

SPED 41/42 Not Meeting or 97%

This was the second year of the math adoption - Go Math.

Teachers were not using math manipulatives with consistency.

There was very limited professional learning in the area of math content or pedagogy.

EL Reclassification Rate (All grade levels)

We did not study this problem, but we can hypothesize that there is a need to develop EL students language skills in all academic areas.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Members of School Site Council were supportive of the work as outlined for goal 1.

2 ELAC:

ELAC parents appreciated the work done in the area of math but questioned why we did not start with fifth grade. I explained that a new teacher was hired in late October and that with two new teachers on the team, there was other work to be done. Coaching support on the CSTPs and ELA Standards work was first, but that the team is ready and eager to begin this summer in math.

3 Staff:

SBAC scores were shared with staff in August. The district decided to fund a Resource Counseling Assistant to address the achievement gap. We elected to reallocate the resources in an attempt to identify the problem and to identify a possible solution. Please see the quarterly work products related to this work of Equity and Access in support of African-American students in the area of math. The principles of Improvement Science were utilized to identify the root cause of the problem.

A change idea was identified at the end of November. After an introduction to the change idea, third and fourth grade teachers began the use of models and representations in late December - four weeks prior to Interim 2.

See Interim 2 data attached. Third and fourth grade teachers participated in Lesson Study in the month of January and began implementing PDSA cycles in February. We identify the 2017-2018 school year as year 1 of a five year implementation plan. See attached.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Funds were allocated to the following

BIA (.375 FTE) reassigned to Kinder due to lack of staffing to meet EL needs - we did not retain BIA position in 17-18 school year.

HSL \$1,000 extra time, parent involvement - want to continue efforts to increase parent participation.

After School Tutoring (\$3,500) - At times it can be difficult to find teachers that want to tutor after school. With two new recent adoptions resources were reallocated to planning in 17-18.

Smart Goal Conferences between teachers and leaders - We will maintain this meeting structure moving forward.

ELD Planning \$2, 772 - This did not continue in the 17-18 school year.

The remaining funds were used for materials and supplies to support the classroom (additional leveled readers, agendas, Scholastic News, Dibles, etc).

Action 1

Title: ELARTI

Action Details:

All students in grades 1-6 will be provided a 45 minute block of instruction for the purpose of intervention during English Language Arts. Identified Kindergarten students will receive an hour of intervention as identified by the teacher after the regular school day. Students in grades 1 & 2 will be supported by two part-time certificated tutors utilizing Orton-Gillingham. Students in grades 3-6 will be supported by the classroom teacher in the use of small group instruction and differentiated support through the use of technology and iReady Reading.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Primary teachers will use BPST II, BAS and iReady to identify students for intervention and monitor student progress. Teachers will be provided sub release time to assess students on BAS as needed. Orton-Gillingham assessments will be used to monitor progress for those in 1st and 2nd grade. Teachers will monitor student progress using data reports from iReady in the areas of phonics, phonemic awareness, fluency, vocabulary and comprehension.

Owner(s):

Teachers, Certificated Tutors, Administration

Timeline:

Beginning of year, mid year and end of year diagnostic will be completed on all students. Bi-weekly data will be examined throughout the year. Data points include lesson completion and mastery.

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

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

Students will receive instruction daily utilizing Orton-Gillingham and/or iReady.

Two part time certificated tutors will support first and second grade students as part of our school wide Response to Intervention program. Tutors will be paid to attend Orton-Gillingham Training prior to the start of the 2018-2019 school year.

Owner(s):

Specify enhanced services for EL students:

This 45 minute block of instruction will be offered for EL students to receive designated ELD instruction by the teacher.

Teachers will be paid for one day of summer planning and an additional day each quarter for a total of five days to work with their grade level team to plan for ELA instruction.

In addition, student laptops will be purchased to ensure 1-to-1 tablet use in all 3rd-6th grade classrooms in order for students to receive differentiated ELA instruction using iReady. Funds are allocated to purchase the software (iReady) and hardware required to provide this intervention daily in grades 3-6.

Monthly Student Success Team Meetings will be held to support identified students in the area of health, attendance, social/emotional or academics. Subs will be provided for the RSP and GE classroom teacher in order for them to attend the meeting with the parent and admin team as scheduled during the school day.

Ricoh Copier, rental/supplies/maintenance/toner will be provided in addition to other materials and supplies as needed.

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

Parent Involvement will include the use of this software program. Learning to read reports and monitoring of student progress. The Home School Liaison (.375 FTE) will be available to translate for Spanish speaking parents in the office, at meetings and during Parent Teacher Conferences to encourage parent participation in support of students' academic achievement. Other translators will be hired as needed for various meetings such as IEPs, Parent Teacher Conference week, SSTs and 504 Meetings as requested. This includes making home visits in an attempt to reach and contact parents as needed (mileage).

Describe Professional Learning related to this action:

All teachers will be trained on how to implement the use of iReady in their classroom. This will include the use of the diagnostics, assigning lessons, monitoring progress and using the online resources for small group instruction.

Action 2

Title: Implementation of Change Idea/MATH

Action Details:

We will continue to support third and fourth grade teachers in the use of models and representations in math (mathematical practice #3) and run PDSA cycles throughout the year.

We are ready to launch the work in other grades (2, 5, & 6). Based on district availability of math coaches, we will move the work forward. We will start with three days of professional learning in the summer.

We are committed to providing technology for all students in grades 3-6 and will make the appropriate purchases to support the implementation of tools in math using technology.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Each team in grades 2-6 will be completing PDSA cycles each three weeks which includes various data points. Analysis will include samples of student work, student self assessment on levels of efficacy, teacher collected data from the lesson and a teacher self assessment on their instruction.

Owner(s):

Teachers

Timeline:

Every three weeks beginning in September through May.

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

Tier 1 -Students will receive math instruction daily as teachers implement their learning on the use of models and representations. They will analyze implementation results, adapt, adopt or abandon based on the results of PDSA test cycles for Tier 2. Tier 3 services will be provided by our RSP teacher, 2 aides, 2 part time certificated tutors and online using iReady.

Teachers will use a variety of manipulatives including but not limited to the components provided in the Go Math curriculum. The use of models and representations will include the use of technology in grades 3-6.

Additional tablets will be purchased to ensure 1 to 1 use in grades 3-6. A supplemental contract will be created for a teacher to support colleagues in their use of technology and iReady software. Assistance is needed as we continue to purchase more students tablets for the classroom.

Materials and supplies include the use of such items as: dryerase, boards, dryerase markers, teaching charts, white boards, graph paper, post it notes, journals, geo boards, etc. A Resource Lab Aide (.375 FTE) manages materials and supplies and helps with extra tasks and assignments as needed.

Supplemental Contracts will be used for teachers in grades 2-6 for summer planning/training in math.

Supplemental Contracts will be used for Kinder and first grade teachers to attend math training at Aims.

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

Goal - Building Community. Sharing the work of improvement science in 17-18 and how we are expanding the work across grades. Focus on how we can use the Equity and Access Theory of Change to create conditions in real time.

Specify enhanced services for EL students:

The use of models and representations includes the use of tools, context, verbal skills and such that support English Language learners.

Describe Professional Learning related to this action:

Professional development will begin in the summer of 2018 for three days. The objectives include how to use and connect mathematical representations and use of PDSA cycles. Teachers may participate in professional learning opportunities outside of the school day and will be compensated by supplemental contracts.

Action 3

Title: AIMS Partnership

Action Details:

Kindergarten and first grade teachers will be taking a constructivist approach to math instruction utilizing the research of Dr. Leslie Steffe, University of Georgia.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Teachers will work with research associates from AIMS to reflect, journal and discuss student outcomes. Data collection will include samples of student work or teacher observation, anecdotal records and possibly video.

Owner(s):

Teachers, Research Associates, Principal

Timeline:

This is the beginning of a three year commitment and will be the focus of weekly grade level team meetings.

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

Kindergarten and first grade teachers will learn how to implement a constructivist approach to math instruction as supported by research associates from AIMS. Teachers will be paid by supplemental contract for their participation in summer training. Copier Lease will be used to support use of supplemental materials.

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

Parent Orientation in August and quarterly math nights for families.

Specify enhanced services for EL students:

The instructional will focus on the use of tools, models and representations supported by language skills.

Describe Professional Learning related to this action:

Kindergarten and first grade teachers will participate in a week long in-service at AIMS in Fresno, CA this summer. All teachers will have three days of follow up in-service and will receive coaching from research associates from AIMS. Teachers will be paid on a supplemental contract or provided a sub teacher for professional learning opportunities.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for BAS Assessments	4,685.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Tutors to Orton-Gillingham Training SEE ALL GOAL !	3,592.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: iReady for Site Licenses	11,900.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			:	4,859.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (No incentives or food)	1,230.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		41,610.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			ILT Planning	3,654.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SST members	2,776.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Tablets	26,200.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology Maintenance	8,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: graphics	800.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Participation	2,000.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Ext			HSL Extra Time	1,042.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		37,098.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	14,455.00
G1A1	LCFF: EL	Instruction	Direct-Graph			: graphics	500.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		12,025.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Smart Goal Conferences	3,515.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contract Summer Math Training for Teachers in Math	11,971.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies (No incentives or food)	9,290.00
G1A2	Title 1 Basic	Instruction	Direct-Maint			: Tech Maintenance (classroom devices only)	1,233.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Tech Support - Credential Teacher	1,675.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,615.00
G1A2	Sup & Conc	Instruction	Mat & Supp			materials & supplies	48,960.00
G1A2	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.3750		10,161.00
G1A2	Sup & Conc	Other Instructional Resources	Cl&Tech-Ext			Extra Time Lab Aide	1,098.00
G1A2	Sup & Conc	Parent Participation	Cls Sup-Sup			Translating	1,223.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			: Tablets	6,407.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			K-2 Subs Aims Training	4,101.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	4,000.00

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
--------	---------	-------------------	---------	-----------	-----	---------------------------------	--------

\$290,675.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	37.483	44.483

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>We have been able to do a better job hiring coaches since the stipend has been increased. The funds to support teacher stipends have resulted in a few clubs for students on campus. They include Art Club, Kind Kids and Student Council. We have had a strong participation rate in our Peer Mediator Program. Primary music has existed in some form, but staffing and schedules vary from year to year.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>English Learners had the highest ratio of disproportionality at 2.60 in the 16-17 school year. Foster youth were at .58%, followed by African-American males at .45% and AA females at .15 Possible contributing factors may include transportation, interest or staffing.</p>
--	---

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>The members of School Site Council were supportive of the actions related to goal 2.</p>	<p>2 ELAC:</p> <p>Parents appreciate that the district has maintained higher levels of financial support to create opportunities for students, but did not discuss why EL students did not participate as frequently.</p>	<p>3 Staff:</p> <p>We will continue to promote and encourage the creation and participation of student clubs at the elementary level.</p>
--	--	--

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	99.074	100
Exposure to Careers - 4th Grade	90.476	97.476
Exposure to Careers - 6th Grade	97.917	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Exposure to Careers - 3rd Grade
 Career field trips are scheduled through the district office.

Exposure to Careers - 4th Grade
 Career field trips are scheduled through the district office.

Exposure to Careers - 6th Grade
 College/Career field trips are scheduled through the district office.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Exposure to Careers - 3rd Grade
 N/A

Exposure to Careers - 4th Grade
 N/A

Exposure to Careers - 6th Grade
 N/A

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Members of the School Site Council were supportive of the actions as outlined for goal 3.

2 ELAC:

Several ELAC parents have intermediate students and wish that we could have offered this type of event this year.

3 Staff:

To increase learning opportunities for students in grades 3-6, we suggest holding a Career Day with guest speakers in a conference format.

Action 1

Title: Career Day

Action Details:

A Career Day will be held for fourth-sixth grade students using a conference format that will include key note speakers, business leaders and professions from within the local area.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

We will maintain a list of participants, a schedule, a student survey and student feedback.

Owner(s):

Teachers and administrators

Timeline:

Pre and Post data will be taken

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

Teachers will discuss careers and brainstorm areas of interest prior to the day of the event to increase levels of student engagement. A continental breakfast will be provided for guest speakers. A special lunch will be held for students.

Graphics for home-school communication.

Materials and supplies as needed.

Specify enhanced services for EL students:

Careers that include the need for bilingualism will be highlighted.

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

Parents will be invited as speakers.

Describe Professional Learning related to this action:

This work requires considerations related to logistics and operations.

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	16.622	14.622
Suspensions Per 100	12.956	11.956

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Chronic Absenteeism</p> <p>The Child, Welfare and Attendance personnel work with students identified as chronically absent. This includes Boys and Girls Lunch Club, home visits, primary language support for parents, attendance awards and parent meetings. These efforts are supported by Parent University courses held at Ayer and monthly Student Success Team Meetings.</p> <p>Suspensions Per 100</p> <p>Class meeting, use of Restorative Practices by teachers, students and counselor, Second Step, Counseling services provided by school psychologist, Character Counts Recognition, quarterly PBS activities school wide, and Peer Mediators.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Chronic Absenteeism</p> <p>District Transfer Students (86) Homeless (6) and SPED (30) make up the majority of students with chronic absenteeism. Reported issues include health, parent request, and</p> <p>Suspensions Per 100</p> <p>African American Males are disproportionately represented at Ayer. This problem has not been studied. Each quarter, we report student referral and suspension data to staff. We attempt to identify ways to intervene and yet the pattern continues.</p>
---	--

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>Members of the School Site Council are appreciative of the staff's desire to address the issue of disproportionality as it pertains to African-American students.</p>	<p>2 ELAC:</p> <p>Parents were encouraged by the idea that we would tackle this problem in a systematic way next year.</p>	<p>3 Staff:</p> <p>It has been proposed that we study the problem of suspensions and referrals at Ayer using the tools of improvement science as we have this year in the area of math for African-American students.</p> <p>Based on student data in the area of Self-Efficacy as measured by student surveys, teachers will use a self assessment for students to measure their level of efficacy during math instruction in the 18-19 school year.</p>
---	---	--

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Title one funds were used in part to support ELD planning by teachers in support of redesignating EL students during the 16-17 school year.

Action 1

Title: Problem of Practice

Action Details:

A new team will be formed to apply principles of improvement science in the area of student behavior as it pertains to a reduction in suspensions and referrals specifically addressing issues of disproportionality.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

After the identification of a change idea, PDSA cycles will be adopted to monitor the impact of the implementation.

Owner(s):

Team Members

Timeline:

The team will meet bi-monthly.

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

After the problem has been studied, a change idea will be adopted and implemented and studied. Team members will work a minimum of 40 hours utilizing the principles of improvement science to identify the root cause and possible change idea to be implemented. Team members will be paid on a supplemental contract for their participation.

Resources will be allocated to support a change idea after it has been identified.

Additional School Psychologist (.2FTE) will be funded to support potential change idea and to support on site school counseling services.

Graphics for home-school communication.

Materials and supplies as needed.

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

We will inform parents of problem and seek their participation in the process.

Specify enhanced services for EL students:

Describe Professional Learning related to this action:

We will seek support from the Department of Prevention and Intervention as it pertains to the research and actions being taken to eliminate the problem in our system. Team members will be involved in PL in the area of Improvement Science.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Supp			Culture & Climate team to tackle problem of practice	7,780.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: PBS Activities	2,500.00
G4A1	Sup & Conc	Psychological Services	Crit Pupil-Reg	Psychologist, School	0.2000		29,429.00

\$39,709.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0020 Ayer Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for BAS Assessments	4,685.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Tutors to Orton-Gillingham Training SEE ALL GOAL !	3,592.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: iReady for Site Licenses	11,900.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			:	4,859.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (No incentives or food)	1,230.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		41,610.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			ILT Planning	3,654.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SST members	2,776.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Tablets	26,200.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology Maintenance	8,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: graphics	800.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Participation	2,000.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Ext			HSL Extra Time	1,042.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		37,098.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	14,455.00
G1A1	LCFF: EL	Instruction	Direct-Graph			: graphics	500.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		12,025.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Smart Goal Conferences	3,515.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contract Summer Math Training for Teachers in Math	11,971.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies (No incentives or food)	9,290.00
G1A2	Title 1 Basic	Instruction	Direct-Maint			: Tech Maintenance (classroom devices only)	1,233.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Tech Support - Credential Teacher	1,675.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,615.00
G1A2	Sup & Conc	Instruction	Mat & Supp			materials & supplies	48,960.00
G1A2	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.3750		10,161.00
G1A2	Sup & Conc	Other Instructional Resources	Cl&Tech-Ext			Extra Time Lab Aide	1,098.00
G1A2	Sup & Conc	Parent Participation	Cls Sup-Sup			Translating	1,223.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			: Tablets	6,407.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			K-2 Subs Aims Training	4,101.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	4,000.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Culture & Climate team to tackle problem of practice	7,780.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: PBS Activities	2,500.00
G4A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2000		29,429.00

\$330,384.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$52,275.00
Sup & Conc	7090	\$207,624.00
LCFF: EL	7091	\$70,485.00
Grand Total		\$330,384.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$290,675.00
G4 - All students will stay in school on target to graduate	\$39,709.00
Grand Total	\$330,384.00