

Forkner Elementary

10621666101109

Principal's Name: Ryan Duff

Principal's Signature:

A handwritten signature in black ink, appearing to read "Ryan Duff", written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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 School 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 and Family 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 School 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 - Ryan Duff	X				
2. Chairperson - Christina Bedwell				X	
3. Secretary - Margarita Matoian				X	
4. Max Soler				X	
5. Julie Wong				X	
6. Wanetta Graves				X	
7. Tiffani Makely		X			
8. Joe Lang		X			
9. Mary Ann Stewart			X		
10. Nicole Pellegrino		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 checked="" 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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Ryan Duff		5-12-20
SSC Chairperson	Christina Bedwell		5-12-2020

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Forkner - 0165

ON-SITE ALLOCATION

3010	Title I	\$25,290
7090	LCFF Supplemental & Concentration	\$101,582
7091	LCFF for English Learners	\$4,953
TOTAL 2020/21 ON-SITE ALLOCATION		\$131,825

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$843
Remaining Title I funds are at the discretion of the School Site Council	\$24,447
Total Title I Allocation	\$25,290

Forkner Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	73.438 %	59.206 %	2018-2019	66.206 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	64.534 %	53.623 %	2018-2019	60.623 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

1. Forkner consistently implemented a balanced school wide ELA/Literacy program with fidelity to the district adopted Wonders program to support student learning. Teachers improving their understanding of grade level standards and the most effective resources in the adopted curriculum, there has been an increase in students at or above grade level this year as measured by i-Ready 1 & 2 ELA results.
2. A school wide Systematic Response To Intervention (RTI) was utilized 30 minutes a day four days a week. We provided a three-tiered approach to support all students needs was used. Tier 1 included a focus on good first teaching using complex text and lessons that employed questions and tasks, both orally and written to integrate the standards and build students comprehension of text and its meaning. Funding went into contracting (4) Teaching Fellows to support our school wide RTI Block. Teaching Fellows were used to push into grade levels during their scheduled 30 minute block. This extra support allowed for small group instruction based off each students assessed learning needs. This action has supported more students being at or above grade level as measured by i-Ready 1 & 2 results.

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

1. The actions set for math improvement were not all implemented this school year. There was an adjustment made having district math coaches provide monthly professional learning. This was a regional decision to better support teachers instruction of mathematics. There was an increase in students being at or above grade level in math as measured by i-Ready 1 & 2 results.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

- According to California Dashboard our site is in the green zone for English Language Arts.
- Are biggest sub groups of White and Hispanic are in green zone and Socioeconomically Disadvantaged students are in yellow zone.
- Although there is still an achievement gap data from California School Dashboard indicates the gap is decreasing for our largest subgroups of socio-economically disadvantaged and Hispanic students. In ELA we are finding students lacking needed foundational skills to support mastering grade level standards.

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

- All grade level were able to build in time for a Response to Intervention for students based off assessment results. More time was spent in ELA RTI than Math for grades K-3.
- According to California Dashboard our site is in the green zone for Math. Are biggest sub groups of Hispanic and Socioeconomically Disadvantaged students are in yellow zone in the data from California School Dashboard. indicates the gap is decreasing for our largest subgroups of socio economically disadvantaged 3.5 points below standard and Hispanic students 6.5 points below standard.

- 2. Majority of grade levels also added a math Response to Intervention block to their schedules. There was an increase in students being at or above grade level in math as measured by i-Ready 1 & 2 results.
- 3. Student goal setting for all students in math was not fully done by all classes. School level, grade level, and class level goals for math ii-Ready assessments were done by grades 3-6.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were not any significant differences between intended and actual implementation of actions and budget expenditures.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- School will celebrate students who meet their i-Ready growth & stretch goals.

Step 4: Stakeholder Involvement. 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:

- Would like to see technology upgraded and working properly in all rooms.
- Likes the RTI structures of small group instruction with supports.

2 ELAC:

Folded into SSC

3 Staff:

Staff feedback was to keep actions and continue to improve our TIER 1 instructional practices.

Action 1

Title: ELA Improvement

Action Details:

Forkner will continually improve ELA literacy teaching and student learning by ensuring that all students receive effective instruction, necessary support, and Systematic Response to Intervention (RTI) to demonstrate continuous progress and mastery of standards. We will provide a three-tiered approach to literacy support for students. Tier One will include a focus on good first teaching using complex text and lessons that employs questions and tasks, both orally and written, which integrates the standards and builds students' comprehension of the text(s) and its meaning. Tier Two will be opportunities for strategic grouping and use of standards aligned resources including technology resources to support students in mastering grade level essential standards. Tier Three will include RTI pullout small group support to build foundational literacy skills.

Forkner Elementary staff is committed to providing all students with high quality instruction and working towards a goal of every student reading at or above grade level. The actions listed below will be implemented: to help close the achievement gap in our school and bring us closer to achieving our goal of every student reading at or above grade level.

1. The school will continue to implement research based best practice instructional strategies in teaching reading foundations and reading comprehension. Strategies will include but not be limited to 9 Write Tools Active reading strategies, close reading strategies, cloze reading strategies, Marzano vocabulary development, Making Thinking Visible strategies, Notice and Note close reading strategies, and guided reading strategies.
2. All teachers and grade levels will implement a comprehensive reading program with the fidelity to the Wonders district adopted core curriculum. Each Profession Learning Community (PLC) team will create quarterly teaching cycle maps that identifies focus standards, common formative assessments (CFA), team CFA analysis days, and reteach days.
3. School will provide a 30 minute Response to Intervention instructional block to address all K-6 students individual needs. The RTI block will take place 3 days a week. i-Ready diagnostics will be used the first two weeks of school to identify students current levels. During the 30 minute block all students will receive instruction at their assessed learning level. Students who need extended learning opportunities will participate in small group instruction, project based learning activities, literature circles and i-Ready extended learning activities. Each grade level will receive push-in or pull-out support during their scheduled 30 minute block. Additional support during RTI block will come from RSP Team, and Teaching Fellows.
4. Teaching Fellows will be contracted to support our Response To Intervention block. They will be primarily used to support primary grades ELA-RTI Block.
5. Grade level planning and professional development release days will be provided for Professional Learning Community Teams. This time will allow teachers/teams to collaborate, co-plan, develop common formative assessments, develop and adjust grade level interventions, develop teaching cycle calendars, and create grade level SMART goals.
6. Students who need additional support to work towards being at or above grade level will be identified to participate in after or before school tutoring through the library tutoring program.

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](#)

Grade Level Common Formative Assessments (CFA) of identified essential reading standards

[Owner\(s\):](#)

- Teacher
- Grade level AC
- Administration

[Timeline:](#)

Bi-Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

District Interim Benchmark Assessments (i-Ready)

[Owner\(s\):](#)

- Teacher
- Grade level AC
- Administration

[Timeline:](#)

August 2020
October 2020
March 2021

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

SBAC

[Owner\(s\):](#)

- Teacher
- Grade level AC
- Administration

[Timeline:](#)

August 2020

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

i-Ready Reading Diagnostic

[Owner\(s\):](#)

Teacher
Grade level AC
Administration

[Timeline:](#)

Weekly
Monthly

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

Interim Assessment Blocks (IAB)

Frequent Interim Assessment Blocks (FIAB)

Owner(s):

Teacher

Grade level AC

Administration

Timeline:

Monthly

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

1. Instruction will begin with the use of FUSD adopted curriculum.
2. Teachers will utilize the FUSD Scope & Sequence to align instruction with the Common Core State Standards.
3. Grade level Common Formative Assessments will be used to monitor students mastery of grade level standards.
3. Small group instruction using guided reading and other research based strategies will be utilized. Additional staff will be utilized to push into classrooms to support K-6 grade levels intervention block. RSP Teacher, Certificate Tutor, Instructional Aides, and Teaching Fellows. A schedule will be created to accommodate each grade levels.
4. During the 30 minute block all students will receive instruction at their assessed learning level. Students who need extended learning opportunities will participate in small group instruction, project based learning activities, literature circles and i-Ready activities.
5. SPED identified students will receive direct services from the RSP Team.
6. Coordination of Service Teams (COST) /Student Success Team (SST) meetings will take place for students who continue to struggle and the team will develop a plan to support improvement.
7. Supplemental contracts will be provided to certificated or classified staff to lead tutoring groups before or after school.
8. Principal will hold Student Achievement Conferences with each teacher in the Fall and Spring to monitor all students progress and teachers' SMART Goals.

Materials & Supplies: Classroom materials and supplies - including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction and reading intervention program needs. Student planners/agendas will be purchased for all students in grades 3-6.

Purchases for the school library may include the following materials to support Common Core implementation of complex text, talk, & tasks.

RTI materials to support students needs: I-Ready online diagnostics and standards mastery program.

Online and print subscriptions

Reading software to support fluency & comprehension

Laptops and technology

Supplemental materials

Specify enhanced services for EL students:

- EL students performing at language acquisition levels 1-3 will receive differentiated reading instruction (tier 2) in addition to ELD support.
- English Learners students will participate in daily lessons using but not limited to FUSD Guaranteed Vable Curriculum in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success.
- All English Learners will receive Designated and Integrated English Language Development through small group instruction and support focusing on vocabulary, comprehension, and oral language necessary to enable students to engage in complex text utilized in class.
- English Learners will participate in daily lessons with high expectations, challenging content and a high level of student ownership.
- English Learners will engage in their learning using a wide range of tools, including technology.
- Materials and resources will be provided to support instruction addressing the academic and literacy

Specify enhanced services for low-performing student groups:

- Tier 1 - Instructional assurances for all students in the classroom based on grade level curriculum and standards.
- Tier 2 - Instructional supports and interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support.
- Tier 3 - Intensive instructional supports and intervention provided for students one year or more below grade level with the support of RSP Team.
- Student Success Team Meetings will be held for students not showing efficient progress after interventions have been in place for a period of time.

needs of English Learners.

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

- Teachers will frequently communicate with parents regarding students' progress.
- Each teacher will review each student's reading level scores at fall parent conferences.
- Teachers will send home parent reports after each KAIG/BAS/ i-Ready assessment is completed.
- ATLAS Parent Portal and EDUTEXT will be available for all parents. Information will be given to parents at Back To School Night and during teacher conferences.
- Student Recognition at Awards Assemblies for meeting reading goals
- Parents will be invited to Friday morning blacktop rallies to see students recognized for achievements.

Describe Professional Learning related to this action:

1. i-Ready Diagnostic and Instructional Professional Development.
2. Teachers will be encouraged to participate in GATE Certification Cohort to develop their repertoire of strategies to address PLC question 4.
3. Professional Development will continue to be provided to deepen knowledge of Instructional Practice Guide (IPG) tenants.
4. *Learning By Doing* by Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Manyand Mike Mattos.
5. On going RTI professional learning to strengthen teachers and supports staff response to students assessed learning needs.
6. Implementation of Standards-Based Literacy Centers.
7. Implementation of Reading Foundational Skills.
8. Professional Development to train support staff for RTI.
9. Digital Literacy Skills and Technology embedded into daily instruction.
10. PLC summer and year long planning. Supplemental contracts and subs will be provided.

Action 2

Title: Math Improvement

Action Details:

Forkner teachers will continually improve mathematics teaching and students' learning by ensuring all students receive effective instruction, necessary supports and Systematic Response to Intervention (RTI) to demonstrate continuous progress towards mastering grade level standards.

1. Grades levels will utilize i-Ready Diagnostics and Common Formative Assessments to identify students needs and provide a Response to Intervention.
2. The school will set student, class, grade level, and site SMART goals around District Interim Assessments (i-Ready) and SBAC.
3. All students in grades 2-6 will be provided with the opportunity to meet with their classroom teacher in a one-on-one setting to develop academic and study skills goals and plan strategies to attain the goals.
4. i-Ready Diagnostics, Common Formative Assessments, Frequent Interim Assessment Blocks (FIAB) and Interim Assessment Blocks (IAB) will be utilized to identify students progress in mastering grade level math standards. Results of assessments will be used to address learning gaps in essential grade level standards.
5. The school will develop and provide before or after school intervention to support students who are receiving a D or F in math. Students will have opportunity to review and retake assessments they fail.
6. After each i-Ready Diagnostic assessment we will celebrate students who met their growth and stretch goals.
7. The school will establish a Math Master Club to recognize students who have mastered their grade level basic math facts. It will also include a challenge club to motivate students who need acceleration in math.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Grade Level Common Formative Assessments

Owner(s):

Teachers
Grade Level PLCs

Timeline:

Bi-Monthly

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

Grade Level Common Summative Assessments

Owner(s):

Teachers
Grade Level PLC's

Timeline:

Monthly

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

District Interim Assessments (i-Ready)

Owner(s):

Teachers
Grade Level PLCs
Administration

Timeline:

August 2020
October 2020
March 2021

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

Student Achievement Data Chats

Owner(s):

Administration
Teachers
Grade Level teams

Timeline:

Quarterly

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

SBAC

Owner(s):

Administration
Teachers
Grade Level teams

Timeline:

August 2020

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

Frequent Interim Assessment Blocks (FIAB)

Owner(s):

Administration

Timeline:

Monthly

Interim Assessment Blocks (IAB)

Teachers

Grade Level teams

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

1. All students will receive quality Math instruction aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC), focused on challenging content, student ownership, and ongoing improvement (Tier 1).
2. All students in grades K-6 will receive differentiated Math instruction (Tier 2), based on students' assessed needs, as determined by frequent Common Formative Assessments (CFAs).
3. Identified students (based on established criteria) will be referred to the COST/Student Success Team in order to determine appropriate Tier 3 intervention supports (SPED and GE teachers will participate through subrelease).
4. Tutoring and Supplemental contracts will be provided to teachers to support Tier 2 & Tier 3 students with before or after school tutoring.
5. PLCs will calibrate and restructure daily instructional schedules to ensure maximized minutes spent on Math instruction. (90 minutes minimum)
6. PLCs will create and administer CFAs aligned to Essential Learnings (minimum of 1 per chapter). Instructional materials and resources that are aligned to Math CCSS will be provided for high level of student engagement and

access to rigorous content.

7. Students will have access to technology resources that allow for differentiated learning, scaffolding, enrichment, and assessment. School Psychologist will conduct psycho-educational assessments for identified students with intensive academic needs.
8. Technology will be purchased to support our goal of every student moving one grade level or more each year. This will include but not be limited to computers, laptops, carts, and online subscriptions or software.

Specify enhanced services for EL students:

- Assessment results will be shared with parents during meetings, conferences, School Site Council and other parent meetings.
- Parents will be invited to Student Success Team meetings for identified students to collaboratively develop interventions necessary to support individual students' needs.
- Parents will receive ongoing communication of student academic progress through parent-teacher conferences, progress reports, report cards, ATLAS Parent Portal, EduText, and ISLPs.
- Parent University classes will be offered as on-going parent/student education efforts.
- English Learners students will participate in daily lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success.
- All English Learners will receive Designated and Integrated English Language Development through small group instruction and support using but not limited to FUSD Guaranteed Viable Curriculum.
- English Learners will participate in daily lessons with high expectations, challenging content and a high level of student ownership.
- English Learners will engage in their learning using a wide range of tools, including technology.
- Materials and resources will be provided to support instruction addressing the academic needs.

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

- Assessment results will be shared with parents during meetings, conferences, School Site Council and other parent meetings.
- Parents will be invited to Student Success Team meetings for identified students to collaboratively develop interventions necessary to support individual students' needs.
- Parents will receive ongoing communication of student academic progress through parent-teacher conferences, progress reports, report cards, ATLAS Parent Portal, EduText, and ISLPs.
- Parent University classes will be offered as on-going parent/student education efforts.
- Quarterly parent coffee hour

Specify enhanced services for low-performing student groups:

- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards.
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support.
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level.
- Student Success Team Meetings will be held for students not showing efficient progress.

Describe Professional Learning related to this action:

- Professional Learning to strengthen understanding of grade level math standards and best strategies to support students learning.
- Math coaches will be utilized to support grade level teams.
- Teachers will be encouraged to participate in GATE Certification Cohort to develop their repertoire of strategies to address AC question 4.
- Professional Development will continue to be provided to deepen knowledge of IPG tenants.
- Teachers will receive i-Ready & IAB training to become more proficient in developing CFAs aligned to grade level standards.
- Touch Math strategies will be utilized to support student learning. (Primary)
- Continue utilizing "Learning By Doing" to strengthen our PLC and RTI work.

Action 3

Title: English Learners

Action Details:

Forkner Elementary staff is committed to implementing the following strategies to support our English Language Learners.

1. All teachers will support English Learners through integrated ELD throughout the day.
2. All teachers will support English Learners through implementation of Academic Discourse by using Talk Moves and other researched based best practices.
3. Small group instruction using guided reading and other research based strategies will be utilized.
4. Before or After School Tutoring will be available to English Learner Students.

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

1. ELPAC Reports

Owner(s):

Administration

Teachers

Timeline:

August/September

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

Annual Re-designation Rate

Owner(s):

Administration

Teachers

Timeline:

August

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

i-Ready (District Interim Assessment)

Owner(s):

Administration

Teachers

Grade Level PLC Teams

Timeline:

October

January

March/April

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

Grade Level Common Formative Assessments- ELA and Math Assessments

Owner(s):

Administration

Teachers

Grade Level PLC Teams

Timeline:

Bi-Monthly

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

EL Goal Setting Report

Owner(s):

Administration

Teachers

Grade Level PLC Teams

Timeline:

Quarterly

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

Grades - Report Cards

Owner(s):

Administration

Teachers

Grade Level PLC Teams

Timeline:

Quarterly

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

- Through an RTI model, EL students in K-6 will receive 30-45 minutes of designated instruction focused on supporting ELs with vocabulary, comprehension, and oral language necessary to enable students to engage in complex

text utilized in class.

- Classroom teachers will provide integrated ELD throughout the day in all content areas.
- Conduct Student Achievement Chats with targeted students.
- Teachers will review the EL goal setting Report and ELPAC scores with students, and set goals. Teachers will utilize the EL Goal Setting Tool to set goals with EL students.
- Classroom teachers will support English Learners through integrated ELD throughout the day.
- Classroom teachers will support English Learners through student discourse by using Talk Moves and other researched based best practices.
- Substitutes for ELPAC assessment.

Specify enhanced services for EL students:

1. EL students performing at language acquisition levels 1-3 will receive differentiated reading instruction (Tier 2) in addition to ELD support.
2. English learners will participate in daily lessons in which the teacher has gained the depth of clarity around the requirements of the ELD standards and how to assess student success.
3. All English Learners will receive Designated and Integrated English Language Development using FUSD Guarantee Viable Curriculum through small group instruction.
4. English Learners students will participate in daily lessons with high expectations, challenging content and a high level of student ownership.
5. English Learners students will engage in their learning using a wide range of tools, including technology.

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

- Teachers will frequently communicate with parents regarding students' progress.
- Teachers will send home progress reports to parents after each DRP, ELPAC, and District Interim Assessment.
- ATLAS and EDU TEXT will be available for all parents
- Parent Conferences, Progress Reports, Report Cards, and attend SST Meeting.
- Quarterly parent coffee hour

Specify enhanced services for low-performing student groups:

- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards.
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support.
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level.
- English Learner Students will receive small group instruction from classroom teacher during designated Response To Intervention time weekly.
- English Learner Students who need additional support to work towards being at grade level will be identified to participate in after or before school tutoring through the library tutoring program.
- Student Success Team Meetings will be held for students not making efficient progress..

Describe Professional Learning related to this action:

- Professional learning will be provided on effective ELD strategies to increase students ELPAC scores.
- Professional Learning on strategies to integrate ELD standards through out daily content.
- Professional Development will continue to be provided to deepen knowledge of IPG tenants.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Forkner 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-Supp			Supp. Contract PLC planning Aug. 2020	4,879.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Classroom technology	2,995.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation. No food or incentives.	843.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			PLC Quarterly Planning	11,883.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SST (RSP)	880.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Teacher Supplies \$	4,558.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: RTI Resources online subscriptions Scholastic news Brainpop	4,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Classroom Technology	7,827.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech repairs and installments	1,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : RTI support Teaching Fellows Sept 8-Dec. 10 Jan. 19-Apr.22	23,126.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST's	1,010.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher tutoring contracts	1,036.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors	1,189.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			EL student tutoring	2,074.00
G1A3	LCFF: EL	Attendance & Social Work Service	Mat & Supp			ELD M&S	1,690.00

\$69,490.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	38.086 %	2018-2019	45.086 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Forkner staff consistently provides opportunities for all students to participate in a wide variety of GOAL 2 activities. This year all activities that were planned took place and majority of our students participated. Lunch time clubs have continued to grow and this is supporting many students' social emotional needs.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

We have a group of students in our low SES that are not able to participate in our after school goal 2 activities. The reason they are not able to participate is because they are required to ride bus home after school because parents can't transport home. Not having a late bus for activities is an inequity for these students.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We were able to perform all intended actions in Goal 2.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will continue with our actions from last year. Administration needs to keep up with inputting student engagements into ATLAS to ensure accurate data.

Step 4: Stakeholder Involvement. 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:

2 ELAC:

3 Staff:

No feedback

Folded into SSC

- Wants to increase lunch time clubs for students.

Action 1

Title: Student Engagements

Action Details:

Forkner Elementary staff is committed to providing a positive school culture and climate that provides students with a variety of activities to help students feel connected to school. The following actions will be implemented to enhance our school culture and climate and give students opportunities to engage in GOAL 2 activities.

The school will monitor who is not engaged in any GOAL 2 activities and provide opportunities for those students.

1. School will create student jobs to engage students in activities that make them feel connected and part of our school.
2. School will implement programs that promote positive school culture:
3. Safe and Civil programs & procedures
4. Guidelines for Success & Character Counts Program
5. Olweus Bullying Prevention Activities
6. Kindness campaign
7. Student Council
8. Safety Patrol
9. Student Jobs/Careers for Cowboys & Cowgirls
10. Student Ambassadors
11. Peer Mediation
12. Athletic Teams
13. Band/Strings/Choir/Recorders
14. Musical Programs
15. Clubs at lunchtime
16. Girl Power
17. Young Men of Character
18. Cowboy Corral - alternative recess
19. Hour of Code
20. Administration will hold a welcome meeting to all new students to the site the second week of school and the first week back from winter break.

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

Student Engagements (Goal 2) Data of activities participant record

Owner(s):

Administration

Teachers

Coaches

Timeline:

Monthly

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

- School will create student jobs to engage students in activities that make them feel connected and part of our school.
- All students will have opportunities to participate in school assemblies, presentations, and field trips to foster school participation, interest, and connectedness to school, their community, and future careers. (Tier 1)
- Students in significantly disproportional significant subgroups will be placed in jobs they are interested in. (Tier 1)
- The school will monitor who is not engaged in any GOAL 2 activities and provide opportunities for those students.
- Goal 2 funds will be used to purchase equipment for sports teams and items for clubs.
- Students in significantly disproportional significant subgroups will be strongly encouraged to participate. (Tier 2)
- School will provide Peer Mediation Conflict resolution for students TK-6 grade. This will include but not be limited to the following subgroups: socioeconomically disadvantaged, Foster Youth, SPED, Hispanic and African American. (Tier 2)
- School what strategically select SPED, Foster Youth from grades 3-6 to participate in our, after school sports, lunchtime clubs, Careers for Cowboys program, student council, safety team, and other activities to get them more engaged in the school community. (Tier 1 &2)
- Students from disproportionality/significant groups will receive first priority for student jobs. (Tier 3)

Specify enhanced services for EL students:

- English Learners students will be provided opportunities to engage in Goal 2 activities.
- Administration will monitor Goal 2 to ensure these students are engaged in Goal 2 opportunities.

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

- Parents will be involved with their child's selection of Student Jobs through Careers for Cowboys & Cowgirls.
- Parents will be encouraged to participate in School Site Council (SSC), parent-teacher conferences, back to school night, awards assemblies, and other school events that include discussions with school staff, informational presentations, and student performances.
- Parents will receive weekly information on Wednesday's informing them of school activities, and receive additional information about school events through school newsletters, School Messenger phone calls, and other school communications.
- Parents will be encouraged to volunteer in the classroom and with various school functions.
- Parents will be recruited to facilitate/teach/lead a Goal 2 activity.

Specify enhanced services for low-performing student groups:

- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards.
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support.
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level.

Describe Professional Learning related to this action:

- Positivity Project
- Second Step curriculum
- Tough Kid strategies
- Helping Students Develop Essential Skills for Classroom and Beyond (Fisher)
- How to Build Responsibility, Relationships, and Respect in Your Classroom. (Discipline with Dignity book study)
- Training for NTA's & Paraprofessionals

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	72.603 %	2018-2019	99.603 %
Exposure to Careers - 4th Grade	100 %	100 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	98.529 %	2018-2019	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p>Exposure to Careers - 3rd Grade Grade level participatd in all exposureses to careers that district provided.</p> <p>Exposure to Careers - 4th Grade Grade level participatd in all exposureses to careers that district provided.</p> <p>Exposure to Careers - 6th Grade Grade level participatd in all exposureses to careers that district provided.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Exposure to Careers - 3rd Grade none, all subgroups participated</p> <p>Exposure to Careers - 4th Grade none, all subgroups participated</p> <p>Exposure to Careers - 6th Grade none, all subgroups participated</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no difference in intended and actual implementation. Grade levels all participated in planned field trips to expose them to grade level career opportunities. There was not a metric available regarding our other needs around goal 3. We are needing more support in meeting the needs of all students when it comes to demonstrating the character and competencies for work place success.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

There will not be any changes we will continue with same actions.

Step 4: Stakeholder Involvement. 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:	2 ELAC:	3 Staff:
Did not have any feedback or suggestions.	Folded into SSC	3rd grade teachers gave feedback that Art Museum field trip needs to be more student friendly and have hands on opportunities for students.

Action 1

Title: Character and Competencies

[Action Details:](#)

Forkner Elementary staff is committed to promote competencies for workplace success by providing a positive school culture and climate and teaching students what success looks like. The following actions will be implemented to support students in building students competencies for workplace success.

Forkner Elementary staff is committed to building positive relationships with every student and providing every student with the social emotional support they need in order to succeed both socially and academically.

1. One (.40) School Social Worker will be hired to support students, parents, and teacher in building students character and competencies for classroom and playground success.
2. One (.4375) Resource Counseling Assistants will be hired to assist in building students character and competencies for classroom and playground success.
3. Forkner will take place in the "Positivity Project" to help empower, inspire and build positive student relationships.
4. All teachers will consistently implement Class Meetings and Second Step curriculum to provide social emotional supports for all students. Second Step lessons and Class Meetings will be held weekly by all classroom teachers.
5. School will provide a quarterly incentive to all students who make the "Cowboy Honor Roll" for meeting the established criteria for success. The criteria will include demonstrating positive behavior traits, respect for others, school service, academic success.
6. The school will establish a variety of lunch time and after school clubs to motivate and meet the needs of all students.
7. Peer Mediation Program will be utilized to support teaching students conflict resolution skills.
8. Teachers and Staff will enter positive behaviors on ATLAS and make phone calls home to report something positive to parents to encourage students and parents.
9. Administration will hold a new student welcome orientation to welcome new students to Forkner.

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](#)

Student Surveys - Forkner

District - School Climate Surveys

Owner(s):

Administration

Teachers

Timeline:

September

December

April

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

ATLAS Behavioral referrals

Owner(s):

Administration
Teachers
Climate Culture Team

Timeline:

Weekly
Monthly

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

Celebrate students who demonstrate positive character traits and met personal goals.

Owner(s):

Administration
Teachers
Climate Culture Team

Timeline:

Monthly
Quarterly

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

- All students will be provided instruction on the 24 Positive Psychology Character Strengths and Virtues through The Positivity Project Curriculum. (TIER 1)
- All students will be provided with daily/weekly social/emotional lessons focus on the four social-emotional competencies through the Positivity Project 24 Positive Psychology Character Strengths and Virtues. (Tier 1)
- Second Step & Olweus Bullying Prevention curriculum will be utilized weekly. (Tier 1)
- Peer Mediators will be trained in conflict resolution and be utilized at lunch recess to support teaching students how to work through minor conflicts. (TIER 1)
- Identified 5th & 6th grade students will be provided an adult mentor or group mentoring through Young Men of Character and Girls Power programs. The mentor program will focus on character, leadership development, self-management, and a positive growth mindset. (Tier 2)
- Resource Counseling Assistants will organize lunch alternative recess activities that support identified students social emotional competency needs.(Cowboy Corral room)
- School Social Worker will work with administration to address Tier 2 & 3 Social-Emotional supports needs. This will consist of putting appropriate support structures in place, providing counseling, and possible referrals to appropriate local agencies that can support students and family's needs.

Specify enhanced services for EL students:

- English Learners will be provided with necessary supports to ensure they succeed both in the academic and social emotional realm.
- English Learners students will participate in weekly Second Step lessons and Class meetings.
- Identified students will participate in adult mentoring programs, peer buddies, alternative recess, and have equal access to support from School Social Worker and RCA

Specify enhanced services for low-performing student groups:

- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school. This will include but not be limited to foster youth, socio-economically disadvantaged students, and others in need.
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs.
- Teachers will incorporate SEL learning into academic instruction.
- Students will participate in weekly Second Step lessons and Class meetings.
- Identified students will participate in adult mentoring programs, peer buddies, alternative recess, and have equal access to support from School Social Worker and RCA

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

- Face to face meetings with parents through SST's of identified TK-6 graders who are failing academically and or socially. (Connect with families for support)
- Parents of students identified to work with School Social Worker or Resource Counseling Assistant will be informed and asked to be involved with process.
- Monthly coffee hour trainings with administration and school social worker.
- Parent meetings will be held to teach them about The Positivity Project.
- Parent teacher conferences.

Describe Professional Learning related to this action:

- Positivity Project Training
- Second Step Curriculum
- Tough Kids strategies
- Helping Students Develop Essential Skills for Classroom and Beyond (Fisher Book Study)
- How to Build Responsibility, Relationships, and Respect in Your Classroom. (Discipline with Dignity book study)
- Training for NTA's & Paraprofessionals

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	6.775 %	8.704 %	2018-2019	6.704 %
Suspensions Per 100	1.703 %	3.723 %	2018-2019	2.723 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

School Social Worker and Resource Counseling Assistant positions were utilized to follow up on students with chronic absences. Social worker was able to make several home visits to students homes with chronic absences. Being this was first year of having a part time social worker we anticipate next year will we can utilize the position to improve attendance more.

Suspensions Per 100

Class meetings and second step lessons were consistently implemented school wide. Even with this our suspension rate increased due to an increase in TIER 3 behaviors and students who have been impacted by trauma. This year we utilized our part time school socail worker and part time Resource Counseling Assistant to support students in need. There was an increase in TIER 3 students who recieved social emotional services through individual counseling and group counseling from our School Social Worker and Resource Counseling Assistant.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

13.5% of our Socio-Economically disadvantaged students where chronically absent. 15.5% of our Hispanic students where chronically absent. There is a strong correlation with our students who are chronically absent and low testing scores.

Suspensions Per 100

Overall suspension rate was at 2.3% which was an increase of 1.3%. A resource inequity that we identified is that many of these students have social emotional needs and aren't getting support outside of school for them. We have identified these students and referred them to our School Social Worker and Resource Counseling Assistant to provide needed supports at school.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were not any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- We will continue with the same actions and providing students with chronic attendance and or behavioral issue with supports to improve. This will be done by continuing funding a .40 School Social Worker and a .4375 Resource counseling assistant. this will be found in Goal 4 Action 2.

Step 4: Stakeholder Involvement. 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:

No feedback or suggestions were given.

2 ELAC:

folded into SSC

3 Staff:

- Need more supports from School Social Worker and Resource counseling assistant to support students in need.
- Provided reward for classes each month with highest attendance rates.

Action 1

Title: Good Attendance

[Action Details:](#)

Forkner Elementary staff will implement the following actions to encourage all students to attend school every day.

Our School Social Worker (SSW) and Resource Counseling Assistant (RCA) will assist in providing supports for students and families of students with chronic attendance issues.

The school will encourage good attendance through the following activities:

- Recognition of students meeting attendance goals at our monthly morning blacktop rallies.
- Encourage all students to participate in the variety of Goal 2 opportunities that are offered.
- Principal and School Social Worker will hold conferences with parents of students who have chronic absenteeism.
- Goal setting and incentives for improved attendance will take place at the conferences.
- Students/Classes meeting attendance goals will receive 5 minutes of extra recess monthly.
- One class from each grade level with highest attendance rate and lowest tardy rate will be honored with the weekly SPIRIT Award.

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

- Student Attendance data on ATLAS

Owner(s):

Administration
Office Assistant
Teachers

Timeline:

Daily
Weekly
Monthly

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

Report Cards

Owner(s):

Administration
Teachers

Timeline:

Quarterly

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

- Incentives will be provided to students with positive attendance/tardy rates as determined by the school climate team. (Tier 1)
- Incentives and recognition will be given to students and families with improved attendance and tardy rates. (Tier 2)
- Students with poor attendance will be assigned to the resource counseling assistant (RCA). RCA will develop a contract incentive for improved attendance. Targeted students will include our significantly disproportional significant subgroups, but not only be limited to only that group. (Tier 2)
- Students in significantly disproportional significant subgroups with poor attendance will be offered a school job that they are interested in. (Tier 2)
- Students in significantly disproportional significant subgroups with habitual chronic attendance will be referred to School Social Worker for supports. (Tier 3) Social Worker and administration will hold conference with parents to provide necessary supports and develop an attendance contract.

Specify enhanced services for EL students:

- English Learners students will be provided opportunities to engage in Goal 2 activities. Administration will monitor Goal 2 to ensure these students are engaged in Goal 2 opportunities.
- English Learners will participate in weekly class meetings and second step lessons around the four social-emotional competencies of self management, self-efficacy, growth mindset and social awareness.

Specify enhanced services for low-performing student groups:

- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school.
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs.
- Teachers will incorporate SEL learning into academic instruction.
- COST/SST Meetings
- Recieve services from RCA
- Foster youth, socioeconomically disadvantaged and other students will be provided opportunities to engage in Goal 2 activities.

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

- Parents will be encouraged to participate in SSC, parent-teacher conferences, back to school night, awards assemblies, and other school events that include discussions with school staff, informational presentations, and student performances.
- Parents will receive weekly information on Wednesday's informing them of school activities, and receive additional information about school events through school newsletters, School Messenger phone calls, and other school communications.
- Parents will be encouraged to volunteer in the classroom and with various school functions.
- Quarterly Coffee Hour trainings with Administration and Social worker.

Describe Professional Learning related to this action:

- Positivity Project
- Second Step curriculum
- Tough Kid strategies
- All Learning is Social and Emotional (Book Study)
- Helping Students Develop Essential Skills for Classroom and Beyond (Fisher)
- How to Build Responsibility, Relationships, and Respect in Your Classroom. (Discipline with Dignity book study)

Action 2

Title: Social Emotional Learning

Action Details:

Forkner Elementary staff is committed to building every student's social emotional competencies in order to ensure all students will stay in school on target to graduate. The following structures will be in place to support this goal:

1. The Positivity Project will be implemented school-wide and in every classroom on a daily basis.
2. All teachers will consistently implement "The Positivity Project" to help students gain an awareness and appreciation for their own character strengths and learn to leverage those strengths to understand, appreciate and empower others. This will create a strong sense of community and purpose that extends beyond self.

3. A.40 School Social Worker will be hired to assist in supporting students, parents, and teachers of students with severe social emotional needs. (Tier 2/3)
4. A.4375 Resource Counseling Assistant (RCA) will be hired to assist in building targeted students social emotional competencies.
5. Staff will participate professional learning throughout the year to build their capacity in learning how to better support the needs of all students.
6. Students will be recognized and celebrated by teachers and administration for demonstrating positive character stregths and virtues. (Culture Climate Team will develop criteria.)

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](#)

Student Surveys - School Climate Team will develop surveys on Google Docs.
District - School Climate Student Survey

[Owner\(s\):](#)

Administration
Culture Climate Team
Lead Teachers
Teachers

[Timeline:](#)

September
January
April

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

ATLAS- Engagements

[Owner\(s\):](#)

Administration

[Timeline:](#)

Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

ATLAS Behavior Entries

[Owner\(s\):](#)

Administration
Teachers
Culture Climate Team

[Timeline:](#)

Weekly
Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

School Social Worker data:

- Referrals to
- Student data

[Owner\(s\):](#)

Administration
Teachers
Culture Climate Team

[Timeline:](#)

Weekly
Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Resource Counseling Assistant data

- Referrals to
- Student data

[Owner\(s\):](#)

Administration
Teachers
Culture Climate Team

[Timeline:](#)

Weekly
Monthly

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

Class Meetings

Owner(s):

Administration
Teachers
AC Teams

Timeline:

Daily
weekly
Monthly
quarterly

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

- A School Social Worker will work directly with identified students who need TIER 2 & 3 behavior support. They will focus on providing 1 on 1 counseling, small group lessons on anger management, self-regulation, social skills, and other need competencies. Their role will also be to work with students parents, classroom teachers, and administration to develop in class and home supports for TIER 2 & 3 students. They will support classroom teacher and administration in putting interventions for identified students in place. (Tier 2 & 3)
- A Resource Counseling Assistant (RCA) will assist in building targeted students social emotional competencies. The RCA will provide identified students with with but not limited to - alternative recess options, teach social skills lessons, conflict resolution, and provide cool down space. (Tier 2)
- Targeted 5th & 6th grade students will be provided an adult mentor or group mentoring through Young Men of Character and Girls Power programs. The mentor program will focus on character, leadership development, self-management, and a positive growth mindset. (Tier 2)
- All students will be provided with daily social/emotional lessons through The Positivity Projects lessons and/or second step lessons. The focus will be on the four social-emotional competencies of self-management, self-efficacy, growth mindset and social awareness. (Tier 1)
- Peer Mediation Program will be used to support teaching students conflict resolution skills. (Tier 1)
- Buddy Bench will be used with support of peer mediators to work with students who need a friend to play with at recess times. (Tier 1)
- Peer Mentoring program will be established to support primary students in need of a mentor. We will be pairing intermediate students who demonstrate positive character traits with primary students who need a mentor to teach them social skills.
- Organized and structured lunch recess games to cut down on negative student interactions.

Specify enhanced services for EL students:

- English Learners will participate in weekly Second Step lessons and Class meetings.
- Identified students will participate in Adult Mentoring, Peer Buddies, or work with the Resource Counseling Assistant as needed.

Specify enhanced services for low-performing student groups:

- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school. This will include but not be limited to foster youth, socio-economically disadvantaged students, and others in need.
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs.
- Teachers will incorporate SEL learning into academic instruction.
- Students will participate in daily Positivity Project lessons and Class meetings.
- COST/Student Success Team Meetings.
- Services provided by School Social Worker, Resource Counseling Assistant, or School Psychologist.

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

- Student Success meetings with parents of students with chronic behaviors. Team members for SST will include Social Worker, Resource Counseling Assistant, School Psychologist, Administration, Classroom Teacher, Parents, and any others that can support.
- Parents will have access to the ATLAS Parent Portal and EduText.
- Quartely morning coffee hour trainings with Social Worker and Administration.
- Parent Meetings will be held to teach them about the Positivity Project.

Describe Professional Learning related to this action:

- Cultural Proficient Classroom & Instruction (8hrs)
- Positivity Project
- Second Step curriculum
- Tough Kid strategies
- Helping Students Develop Essential Skills for Classroom and Beyond (Fisher)
- How to Build Responsibility, Relationships, and Respect in Your Classroom. (Discipline with Dignity book study)
- Training for NTA's & Paraprofessionals

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Forkner 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	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		12,663.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			RCA extra time - collaboration time	2,900.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.4000	Social Worker to support school climate and culture Split funded - 60% Heaton G3A1 / 40% Forkner G7A? Also supports G4A2.	46,772.00

\$62,335.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0165 Forkner Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supp. Contract PLC planning Aug. 2020	4,879.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Classroom technology	2,995.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation. No food or incentives.	843.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			PLC Quarterly Planning	11,883.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SST (RSP)	880.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Teacher Supplies \$	4,558.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: RTI Resources online subscriptions Scholastic news Brainpop	4,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Classroom Technology	7,827.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech repairs and installments	1,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : RTI support Teaching Fellows Sept 8-Dec. 10 Jan. 19-Apr.22	23,126.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST's	1,010.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher tutoring contracts	1,036.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors	1,189.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			EL student tutoring	2,074.00
G1A3	LCFF: EL	Attendance & Social Work Service	Mat & Supp			ELD M&S	1,690.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		12,663.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			RCA extra time - collaboration time	2,900.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.4000	Social Worker to support school climate and culture Split funded - 60% Heaton G3A1 / 40% Forkner G?A? Also supports G4A2.	46,772.00

\$131,825.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$25,290.00
Sup & Conc	7090	\$101,582.00
LCFF: EL	7091	\$4,953.00
Grand Total		\$131,825.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$69,490.00
G4 - All students will stay in school on target to graduate	\$62,335.00
Grand Total	\$131,825.00