

Manchester Gate

106216661038321

Principal's Name: Janet Gengozian

Principal's Signature:

A handwritten signature in black ink, appearing to be 'Janet Gengozian', written over a horizontal line.

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

Title I SWP

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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 - Janet Gengozian	X				
2. Chairperson - Mark Topoozian				X	
3. Mary Vink			X		
4. Dan Gallagher		X			
5. Jill Nakamura		X			
6. Cary Stolpestad		X			
7. Kristan Wagnon		X			
8. Emily Martinez				X	
9. Kevin Smith				X	
10. Camie Sorensen				X	
11. Cathy Troxell				X	
12. Carrie Wise				X	
13.					
14.					
15.					

Check the appropriate box below:
<input 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	Janet Gengozian		3/19/2018
SSC Chairperson	Mark Topoozian		4-19-18

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

Manchester - 0195

ON-SITE ALLOCATION

3010	Title I	\$38,961
7090	LCFF Supplemental & Concentration	\$165,734
7091	LCFF for English Learners	\$762
TOTAL 2018/19 ON-SITE ALLOCATION		\$205,457

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$962
Remaining Title I funds are at the discretion of the School Site Council	\$37,999
Total Title I Allocation	\$38,961

Manchester Gate 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 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	92.391	99.391
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	92.391	99.391

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>SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p> <p>AC collaboration, Professional learning, gifted differentiation strategies, CFA/CSA analysis, small group and independent intervention, administrative walk-throughs and feedback.</p> <p>SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p> <p>AC collaboration, Professional learning, gifted differentiation strategies, CFA/CSA analysis, small group and independent intervention, administrative walk-throughs and feedback.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p> <p>The sub group showing minor disproportionality in ELA is African American students being 9% lower than the school average. 83% compared to 92%. Currently there are 29 African American students at Manchester. At this time, it is unknown as to the key factors contributing to this disproportionality.</p> <p>SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p> <p>The sub group showing minor disproportionality in math is Hispanic/Latino students being just 2% lower than the school average. 90% compared to 92%. At this time, it is unknown as to the key factors contributing to this disproportionality.</p>
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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>SSC feedback to the SBAC results was favorable and suggest continuing current progress and implementation of program.</p>	<p>2 ELAC:</p> <p>N/A</p>	<p>3 Staff:</p> <p>Staff feedback to SBAC scores was reflective and needs driven. Staff suggest continuing progress and implementation of current programs while continuing to learn and research innovative and effective strategies.</p>
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Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Actions funded by Title 1 included our ON-Site Counselors who were increased to 3 days/week this past school year. Most students referred to counseling were exited throughout the year due to the significant progress made during their sessions. Students were more successful academically and behaviorally in the school setting. We will be increasing the On-Site Counselor to 4 days/week due to the program effectiveness combined with student population needs.

Our Title 1 funding also supported our Spanish Speaking HSL. She worked alongside teachers, parents, and students to increase student achievement and parent engagement.

Action 1

Title: Comprehensive Reading and Mathematics Program

Action Details:

Manchester GATE will continue to implement a comprehensive reading program with an emphasis on reading comprehension and digital literacy in all grades as well as differentiating for the Gifted Learner. All classrooms will integrate state ELA standards and district GVC along with literature novels. Reading will integrate with Science and Social Studies content through the use of non-fiction texts, fiction texts, computer programs & applications. Classrooms will have a goal of daily tablet/computer usage. Manchester GATE will use data driving decision making to identify needed resources to support the implementation of the state standards in mathematics as well as implementing differentiation strategies to support the Gifted Learner in Mathematics. Specific focus upon the aspects of rigor within each standard as well as student ownership of the learning will continue.

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

DRP & District Interim Assessment will be used to Progress Monitor student achievement. Teachers will review classroom results individually and discuss as a grade level team to identify common trends. AC teams will choose a focus for their next steps with students and their identified needs.

Owner(s):

Teacher, ILT, AC, parents, Students

Timeline:

Data will be analyzed within a week of results.

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

Grade Level Common Formative and Summative Assessments will be used to analyze student progress toward achievement of a standard. CFA's will be the primary formative assessment used by AC teams to identify instructional needs. Common Summative Assessments will be used to help plan next steps. Teachers will be given one release day to work and plan as a team.

Owner(s):

Teacher, AC, Students

Timeline:

At least one time quarterly or more frequently through AC meetings.

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

Illuminate Practice Assessments will be implemented to give students additional opportunities for formative assessment using technology.

Owner(s):

Teacher, Student, AC

Timeline:

Analyzed by teacher, student and AC

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

Computer program quiz and/or assessment info will be used by teachers to monitor student progress. Various assessment results will be shared in their AC's.

Owner(s):

Teacher, Student, AC, parents

Timeline:

Analyzed by teacher, student, and AC

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

EOY SBAC results will be reviewed as a staff and as an AC to review and reflect upon the previous year's results. SBAC practice assessment will be used as a classroom teacher opportunity to prepare students for the summative test.

Owner(s):

Teacher, ILT, Students

Timeline:

SBAC results analyzed and shared at beginning of the year for planning purposes for 2018-2019 school year.

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

Student Data Chats/Goal Setting Conferences

Owner(s):

Teachers, students

Timeline:

regularly throughout the year.

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

IPG Data Report

Owner(s):

Administration, teachers

Timeline:

Monthly during all staff PL.

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

Instructional Aides will support students through small group instruction and tutoring. They will also assist through classroom monitoring to ensure time for teachers to work one-on-one with students during the day. Home School Liaison will support students, teachers, and parents through any and all communication needs. Computer Programs and Applications, Computer Hardware, Classroom Materials and supplies, Books and Periodicals, Classroom supplies and material for EL students will be purchased to support the GVC.

Tier 1 RTI will be classroom based and the responsibility of the classroom teacher and needs of the students. Tier 2 will be supported by classroom aides and before or after-school tutoring. Tier 3 will be team based approach involving administration, teachers, support staff and families.

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

Parents will be invited to annual Title 1 meeting at the beginning of the school year held by Principal to review Title 1 funding and programs.

Teachers will review individual students' reading levels and scores at the fall parent/teacher conference.

Parents will receive student assessment data after district test administrations.

Teachers and parents will participate in ongoing communication of student progress through progress reports, report cards, ATLAS parent portal, EduText, ISLP, and emails.

Parents will be invited to Student Success Team (SST) meetings to collaboratively develop interventions and strategies to strengthen support for individual students at risk.

Parent Education classes will be provided as available.

HSL will be in integral part of the communication process through parent notices, phone calls, and messages.

Specify enhanced services for EL students:

EL students will be monitored using DRP and District Interim Assessment with Specific classroom focus and intervention strategies by classroom teacher to ensure re-designation. Recently re-designated students will be monitored by classroom teacher.

Describe Professional Learning related to this action:

All Staff Professional Learning Book Study with a continued focus upon differentiation for the Gifted Learner, Growth Mindset, and SEL. Teachers will complete Cognitive Lesson/Unit Planning by grade-level, Staff collaboration during AC meetings, Professional Collaboration between computer lab teacher and classroom teacher. Continued focus upon the 5 tenants of the IPG with a focus upon the Student Ownership tenant. Professional Reading books TBD. Professional Learning will center on the 4 grounding questions and utilize the AC commitments. Teachers will also be given opportunities to take part in various conference offered around the state, ie: Gifted Conference, Technology Conferences, Pedagogy conferences, etc.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair 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	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8125	Primary TSA to work with primary grade ACs to plan and develop quality first teaching and classroom based intervention that focuses on grade level standards, goal setting, checking for understanding, CFAs, and classroom foundations. TSA will train, monitor, and supervise TFs to effectively support teachers and students during small group instruction.	102,078.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitues provided for SSTs, IEPs, classroom observations, data chats	8,201.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental for school events, planning, PLI, Backpack program, Safe and Civil, parent outreach, etc.	9,576.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Professional reading/learning for staff to provide student support and strategies for student engagement/learning	2,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support comprehensive math and reading instruction for students and teachers	20,410.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Ca. Teaching Fellows: RtI push-in support during intervention for students in grades K-6th	17,741.00
G1A1	Sup & Conc	Instruction	Travel			: Teacher training/conferences to provide students supports and strategies fro student learning and engagement	3,726.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Crt Supr-Sub			Administrative sub to support school during planning/training days	1,172.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1875	Primary TSA to work with primary grade ACs to plan and develop quality first teaching and classroom based intervention that focuses on grade level standards, goal setting, checking for understanding, CFAs, and classroom foundations. TSA will train, monitor, and supervise TFs to effectively support teachers and students during small group instruction.	23,556.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Ca. Teaching Fellows Foundation: RtI push-in support for grades K-6th	33,062.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology and software to support student learning and access to the curriculum. Includes replacement and upkeep of classroom technology.	2,000.00
G1A2	Sup & Conc	Instruction	Equip Lease			Xerox machine lease	6,900.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Additional resources such as certificates, posters, charts, and graphics to support	1,500.00

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2		Instruction	Direct-Graph			student learning and behaviors	1,500.00
G1A2	Sup & Conc	Instruction	Direct-Food			Staff development on practices and strategies for improving student academics and classroom behaviors	1,000.00
G1A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting services provided for parent meetings	1,223.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			(No incentives or food) Materials and supplies to support EL students in reading and math. Instructional supports for teachers to provide all students access to the content	13,052.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent meetings (No incentives or food)	1,500.00
G1A3	Sup & Conc	Instruction	Ins Aide-Ext			Extra time for site support	1,563.00
G1A3	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.5000	Resource Technician will monitor curriculum, and instructional materials and order necessary supplies, technologies, and materials as needed	31,952.00
G1A3	LCFF: EL	Instruction	Equip Lease			: Xerox Maintenance for student materials in ELA/ELD and Math instruction	500.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC assessors	3,832.00
G1A3	LCFF: EL	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.2500	Resource Technician will monitor curriculum, and instructional materials and order necessary supplies, technologies, and materials as needed	15,976.00
G1A3	LCFF: EL	Parent Participation	Direct-Food			: Food services provided during parent meetings and for parent appreciation	500.00

\$303,020.00

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	93.156	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.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>A wide variety of Goal 2 opportunities are afforded all students at Manchester GATE due to the committed staff and willingness to share talents and time.</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>Staff is constantly working to find opportunities for students who do not join activities outside of the classroom.</p>
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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>SSC feedback to the Goal 2 Participation Rate Data was favorable and suggest continuing current progress and implementation of program.</p>	<p>2 ELAC:</p> <p>N/A</p>	<p>3 Staff:</p> <p>Staff feedback to Goal 2 Participation Rate data was favorable. Staff suggest continuing current clubs and implementation of potential new clubs to reach more students.</p>
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Action 1

Title: Goal 2 Participation

Action Details:

Manchester GATE will continue to improve Goal 2 participation through continuing, improvement of current programs, and/or implementation of new programs and activities offered all students at Manchester GATE. ie: Chess Club, Yoga Club, Vaulting Club, Knitting/Crocheting club, sports, music, and art activities.

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

Goal 2 Participation Rates

Owner(s):

Principal, VP, Teachers, Support Staff, Parents

Timeline:

Activities will start at the beginning of the year through the end of the year, 2018-2019

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

Awards and incentives to encourage participation, attendance, and foster school spirit. Assemblies in the arts to foster school participation and interest. Continued and new extra-curricular opportunities for all students. Supplemental Contracts will be provided for teachers for engagement activities.

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

Parents will be invited to annual Title 1 meeting at the beginning of the school year held by Principal to review Title 1 funding and programs.

Teachers and parents will participate in ongoing communication of student progress through progress reports, report cards, ATLAS parent portal, EduText, ISLP, and emails.

Parents will be invited to participate and volunteer in various Goal 2 activities.

Parent Education classes will be provided as available.

HSL will be in integral part of the communication process through parent notices, phone calls, and messages

Specify enhanced services for EL students:

N/A

Describe Professional Learning related to this action:

Teachers will be encouraged and have opportunities to brainstorm, create, and enhance Goal 2 opportunities for all students.

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	100	100
Exposure to Careers - 4th Grade	58.025	65.025
Exposure to Careers - 6th Grade	100	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.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Exposure to Careers - 3rd Grade Students attended the district funded field trips.</p> <p>Exposure to Careers - 4th Grade Students attended the district funded field trips</p> <p>Exposure to Careers - 6th Grade Students attended the district funded field trips.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Exposure to Careers - 3rd Grade unknown</p> <p>Exposure to Careers - 4th Grade unknown</p> <p>Exposure to Careers - 6th Grade unknown</p>
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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>Feedback was favorable. Appreciative of opportunities students have to learn about business and industries as well as future educational opportunities. Suggestions are that students receive even more experiences.</p>	<p>2 ELAC:</p> <p>N/A</p>	<p>3 Staff:</p> <p>Staff appreciate the district funded field trips and suggest that all continue.</p>
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Action 1

Title: Success at School and Beyond

Action Details:

Manchester GATE students will continue to be exposed to a variety of experiences and opportunities which will increase their knowledge of the world around them. Students will attend various field trips including those to colleges, cities, museums, business & industries, and participate in educational competitions and service learning events to further develop their leadership characteristics.

Reasoning for using this action: <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input checked="" 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

There will be a 100% of students participating in the field trips for their character and competencies.

Owner(s):

Principal, VP, Teachers

Timeline:

Quarterly

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

Service groups in the school, ie: Kiwanis Kids, Edison Region service, classroom service projects, will expose the entire school population to various service opportunities throughout the year. There will be a minimum of 3 major school service projects.

Owner(s):

Principal, VP, Teacher leaders, students leader

Timeline:

Semester

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

Goal 2 participation rates for the service club opportunities.

Owner(s):

Principal, VP

Timeline:

Quarterly

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

Exposure to Career metric

Owner(s):

Principal

Timeline:

Semester

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

Supplemental contracts for teacher leaders. Potential transportation costs for extra field trip experiences. Curriculum TBD

Specify enhanced services for EL students:

N/A

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

Parents will be invited to annual Title 1 meeting at the beginning of the school year held by Principal to review Title 1 funding and programs.
 Teachers and parents will participate in ongoing communication of student progress through progress reports, report cards, ATLAS parent portal, EduText, ISLP, and emails.
 Parents will be invited to participate and volunteer in various Goal 2 activities.
 Parent Education classes will be provided as available.
 HSL will be in integral part of the communication process through parent notices, phone calls, and messages.

Describe Professional Learning related to this action:

Teacher Collaboration, Travel opportunities/experiences for teachers, online studies and research, guest presenters.

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	2.483	0.483
Suspensions Per 100	1.852	0.852
Student Survey - Included	88.326	95.326

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.

Chronic Absenteeism

As a whole, students at Manchester GATE do not want to be absent. Our teachers emphasize the consistent attendance as well as a very organized and competent attendance clerk who stays in close contact with our families. Our VP and attendance clerk hold regular meetings for those students with attendance issues. Our program lends itself to a wide variety of opportunities where students do not want to be absent.

Suspensions Per 100

Every situation at Manchester GATE is reviewed and discuss by a team not limited to the administration and classroom teacher. Students are counseled by teachers and administration before any consequence occurs. Behavior plans are in place when needed. Manchester GATE works to have positive parent/teacher support and communication.

Student Survey - Included

Students spend time learning and working through Growth Mindset curriculum and activities. Students are involved in regular class meetings. Students with individual needs are supported through out On-Site Counselors.

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

Chronic Absenteeism

None at this time.

Suspensions Per 100

None at this time.

Student Survey - Included

Self Efficacy for students was the lowest category. Gifted students can have high anxiety and stress.

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:

SSC feedback to the currents results was favorable and suggest

2 ELAC:

N/A

3 Staff:

Staff feedback to the currents results was favorable and suggest

continuing current progress and implementation of program. Support for focus on Self Efficacy and Growth Mindset was suggested.

continuing current progress and implementation of program. Support for focus on Self Efficacy and Growth Mindset was suggested.

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

Actions funded by Title 1 included our ON-Site Counselors who were increased to 3 days/week this past school year. Most students referred to counseling were exited throughout the year due to the significant progress made during their sessions. Students were more successful academically and behaviorally in the school setting. We will be increasing the On-Site Counselor to 4 days/week due to the program effectiveness combined with student population needs.

Our Title 1 funding also supported our Spanish Speaking HSL. She worked alongside teachers, parents, and students to increase student achievement and parent engagement.

Action 1

Title: Intervention and Support

Action Details:

Manchester GATE will support students struggling academically and/or with chronic attendance issues to ensure the greatest number of students who enter Middle School will have the highest likelihood to graduate from High School with the widest array of options. Students will be supported through small group or independent interventions given by a Classroom Teacher. For example there will be after school interventions offered as well as interventions during the school day during but not limited to lunch and recess times. Specific referred students who need social-emotional counseling will be supported through counseling services provided by On-Site Counseling.

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

Quarterly Atlas Grade Reports, Attendance data, District Interim Assessment results, DRP, grade level CFA and CSA data, and after school progress data.

Owner(s):

Principal, VP, Teachers, Lab Teachers, HSL, On-Site Counselor

Timeline:

Identified students will receive support after the first day of school, and ongoing support will be given based on data for all students the remainder of the school year.

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

Small group or individual tutoring for identified students based on Academic Achievement and progress, materials and supplies, Computer Programs and software. Supplemental Contracts will given to retired teachers to tutor and work with students during the school day and/or after school.

Specify enhanced services for EL students:

EL students will be monitored using DRP and District Interim Assessment with specific classroom focus and intervention strategies by Classroom Teacher to ensure re-designation. Interpreting will be provided as necessary. Extra pay for HSL to interpret and work hours beyond her duty day. Supplemental Contracts for NTA's to interpret when needed.

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

Describe Professional Learning related to this action:

Parents will be invited to annual Title 1 meeting at the beginning of the school year held by Principal to review Title 1 funding and programs. Parents will receive student assessment data after district test administrations. Teachers and parents will participate in ongoing communication of student progress through progress reports, report cards, ATLAS parent portal, EduText, ISLP, and emails.

Parents will be invited to Student Success Team (SST) meetings to collaboratively develop interventions and strategies to strengthen support for individual students at risk.

Parent Education classes will be provided as available.

HSL will be in integral part of the communication process through parent notices, phone calls, and messages.

Assessment and Grading practice analysis done by whole staff and at grade level, Motivational and self efficacy strategies for students, Growth Mindset work, consultation with On-Site Counselor for identified students receiving counseling services at school.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair 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	Attendance & Social Work Service	Student Incenti			Incentives and rewards for student achievement in academics and behaviors, attendance, and motivation. Including school-wide events and quarterly assemblies.	5,000.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL will help monitor attendace and school wide events. Planning and notification of parent meetings. Regular contact with students and families will occur as well as parent notices, translating, and communications in Spanish.	15,906.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.4375	HSL will monitor RFEP Monitoring forms, monitor student attendance, and translate for families as needed.	15,554.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Services to provide social-emotional supports to identified students.	39,900.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Direct-Other			District Evaluation Fee for Family Foundations Counseling Services	798.00

\$77,158.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0195 Manchester GATE Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	9,956.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,962.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,962.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,997.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,828.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,371.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.2813		7,371.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,928.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	36,104.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Non-Capitalized Equipment	3,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of Hardware	5,000.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers for engagement activities	2,394.00
G3A1	Sup & Conc	Instruction	Direct-Trans			: Instructional Field Trips for all Classrooms	9,800.00
G3A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Conferences, Workshops, and travel See all goals	26,000.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for retired teachers	10,786.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and Supplies for Parent Involvement **NO FOOD, NO INCENTIVES**	1,023.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site Counseling/FPU: Counseling: ON-Site Counseling Services	25,840.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Direct-Other			2% REA Evaluation Charges	517.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Sup			Supplemental Contract for extra time for HSL	795.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		15,061.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Sup			NTA interpreter	367.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Interpreting pay for HSL	395.00
Total							\$205,457.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$38,961.00
Sup & Conc	7090	\$165,734.00
LCFF: EL	7091	\$762.00
Grand Total		\$205,457.00

Goal Totals	Budget Totals	
G1 - All students will excel in reading, writing, and math	\$112,479.00	
G2 - All students will engage in arts, activities, and athletics	\$2,394.00	
G3 - All students will demonstrate the character and competencies for workplace success	\$35,800.00	
G4 - All students will stay in school on target to graduate	\$54,784.00	
Grand Total		\$205,457.00