

Mayfair Elementary

106216660064071

Principal's Name: Gay Ockey

Principal's Signature: 

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

Title I SWP

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

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

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Gay Ockey	X				
2. Chairperson – Alex Martinez				X	
3. Secretary- Lyle Patty		X			
4. Eric Feldman		X			
5. Raul Rodriguez		X			
6. Ana Bejar				X	
7. Margarita Simancas				X	
8. Efrain Prieto				X	
9. Olivia Guzman				X	
10. Dayra Guzman			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Mayfair Elementary			
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	Gay Ockey		3-21-18
SSC Chairperson	Alex Martinez		3-21-18

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

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

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	12.925	19.925
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	21.579	28.579
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	24.802	31.802

Needs Assessment

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

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

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

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11) growth is contributed to the following factors:

- Implementation and fidelity to the District Adopted Language Arts Curriculum (GVC)-Wonders
- PLC work in identifying quarterly essential learning/learning targets and creating CFAs to monitor student learning and identify student needs
- PLC created CFA calendars and quarterly benchmarks
- Weekly AC meetings to review CFA data and to plan for additional student supports during intervention
- Following pacing schedule to ensure all CCSS are taught
- Integrated ELD instruction using Wonders ELA/ELD
- Designated intervention block for each grade level where Tier 1 and Tier 2 is supported by teacher and/or push-in Teaching Fellow support
- 1x1 technology for students in grades 1st-6th
- Software and internet subscriptions purchased to support the individualized needs of students.
- An after school tutorial homework center (Kids Inc) provided to selected students that provides support and assistance with homework.
- Parent education resources through site planned Parent Coffee Hour, ELAC, and Parent University trainings
- Feedback to staff using IPG data from walk throughs with a focus on Tenet #1 Culture of Learning, 2a/b - Challengng Content, 3-Ownership

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

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

- Lack of process to identify students needing extra support in academic and social/emotional areas
- Inconsistent systematic response to intervention structures that ensures all students make continuous progress and are able demonstrate mastery of standards

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

- Lack of process to identify students needing extra support in academic and social/emotional areas
- Inconsistent systematic response to intervention structures that ensures all students make continuous progress and are able demonstrate mastery of standards

EL Reclassification Rate (All grade levels)

- Lack of process to identify students needing extra support in academic and social/emotional areas
- Inconsistent systematic response to intervention structures that ensures all students make continuous progress and are able demonstrate mastery of standards
- Lack of consistantly monitoring RFEP students who are not meeing grade level standards and providing actions to support their learning

- Primary and Intermediate TSAs to support teachers in AC/individualized planning with GVC

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

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11) growth is contributed to the following factors:

- Implementation and fidelity to the District Adopted Language Arts Curriculum (GVC)-GoMath
- PLC work in identifying quarterly essential learning/learning targets and creating CFAs to monitor student learning and identify student needs
- PLC created CFA calendars and quarterly benchmarks
- Weekly AC meetings to review CFA data and to plan for additional student supports during intervention
- Following pacing schedule to ensure all CCSS are taught
- District math coaches supporting AC planning with GVC
- District math coaches presenting PL around 5 E's, Mathematical Practices and understanding GoMath resources as well as mathematical practices
- 1x1 technology for students in grades 1st-6th
- Software and internet subscriptions purchased to support the individualized needs of students.
- An after school tutorial homework center (Kids Inc) provided to selected students that provides support and assistance with homework.
- Parent education resources through site planned Parent Coffee Hour, ELAC, and Parent University trainings
- Feedback to staff using IPG data from walk throughs with a focus on Tenet #1 Culture of Learning, 2a/b - Challengng Content, 3-Ownership
- Increased use of manipulatives during math instruction in all grades

EL Reclassification Rate (All grade levels)

- After School Tutoring for 1st/2nd grade ELD students using the Wonders Adaptive and small group support by TFs.
- ELL students will be monitored and provided intervention and support as determined by ELPAC, DRP, BAS, Fluency scores.
- RtI = 5 Teaching Fellows and 2 TSAs: (1 TSA K-3 funded by school) & (1 TSA 4-6 grades funded by District)
- Intervention is focused as a Push-in support except for Tier 3 intensive students which includes our ELLs
- Reclassified students will be monitored quarterly to ensure that they are mastering the grade level State Standards.
- Reclassified students will be celebrated at the Award's Assemblies Quarterly

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:

- Inform families of 1x1 tablet assignments in order for students to take better care of tablets

2 ELAC:

- Continue with student incentives for effort and grades; monthly student of the month, Mighty Mustang, quarterly

3 Staff:

Based on Staff SPSA/Budget survey, staff agreed upon the following:

- Provide information to families about on-line resources available to students/parents at home (GoMath, Wonders, MindPlay, etc) include link, password, brief description of site
- Continue with afterschool tutoring for 1st-6th grade with TSAs and TFs
- School Intervention Team that consists of ILT and teachers to plan and develop Tier 2 and 3 intervention plan and roles of K-3rd and 4th-6th TSAs by the end of the 2017/18 school year. This information will be shared with the SSC team at the beginning of the 18/19 school year and their input can be added as needed.

- awards assembly, etc
- Afterschool tutoring with certificated teacher
 - Inform parents of on-line resources students can use at home to help support ELA
 - Student recognition during awards assemblies for redesignated students

1. Resource Technician
2. 5 Teaching Fellows to support push-in intervention
3. Two Home School Liasons (Spanish and Hmong) to support family involvement
4. Primary TSA (site-funded)
5. Intermediate TSA
6. Family Foundations Counseling Services

Actions based on staff input for ELA to improve student achievement:

ELA

- ELL students will receive Integrated ELD and Designated instruction to support and increase their language/reading development/comprehension to master the State Standards.
- Cohesive RtI Model supported by TSAs with push-in support by TFs
- TSAs (primary and intermediate) to support AC planning, data analysis, coaching/modeling, and intervention planning based on CFA data for Tier 2 and 3
- Begin phases of updating all classrooms with Edge technology/Smart Classrooms
- Purchasing of MindPlay to support all students in grades K-6th in research based reading skills
- Tier 3 intervention during non-core time and afterschool with qualified instructor(s)

Math

- Increase math block to 90 minutes
- Provide more training with the Personal Math Trainer as another resource to support student learning/reteach of essential math standards
- Consistency with math manipulatives during math block to support conceptual understanding
- Additional training on 8 Mathematical Practices, 5 Es, and GoMath resources
- Implementation of online GoMath resources; Think Central technology
- Fidelity to Go Math Problem Solving components such as, "Unlock the Problem" "Think Smarter", "Go Deeper"

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

The following actions were funded by Title 1 funds last year and will continue to be funded to support student continued student growth:

- Two Home School Liaisons (Hmong and Spanish)
- Materials and supplies for parent meetings
- Materials and supplies to support ELs in reading and math to ensure access to the content
- Technology and software to support student learning across the curriculum

Action 1

Title: ELA Comprehensive Reading Instruction-Rti Support

[Action Details:](#)

Mayfair Elementary School will implement a comprehensive reading instruction that supports learning of the foundational reading skills, comprehension of high quality text, and writing skills. Lessons will provide challenging content and employ questions and tasks, both oral and written, which integrate the standards through reading, writing, speaking and listening strategies. Differentiated reading intervention will be provided daily for students needing comprehension and/or reading foundational skills support. Student support will be based on assessment data from AC Common Formative Assessments and District Benchmark Assessment data. 1st - 6th Grades will have an intervention block by grade level with Teaching Fellow and/or TSA push-in support 4 times per week.

By June 2019, the percentage of students who meet or exceed standards on the SBAC-ELA will increase by 7% from 21.579% to 28.579%. By June 2019, there will be a 10% decrease in students receiving Ds & Fs on their Report Cards from 65.809% to 55.809%.

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

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)

1. **District Reading Assessment (DRP) 2X per year**-Monitor & analyze for growth from previous year to make decisions for student learning: 2 Grade=4 points, 3 Grade=3 points, 4 & 5 Grades=2 points, and 6 Grade=1 point
2. **Interim Assessments** 2X per year
3. **SBAC Assessment Data 2018** (Analyze if made growth target-Actionable next steps)
4. **AC Common Formative Assessments based on Essential Learning:** 3 ELA & 3 Math CFA per quarter
5. **Formal/Informal Walkthrough Weekly Feedback focused on:**

Instructional Practice Guide Tenets: Culture of learning, Challenging Content, and Ownership in the classroom learning; lessons focused on high quality text and integrate the grade level State Standards through listening to, reading, writing, and/or speaking about text(s);

Classroom Foundations: Objectives-Instruction Aligned-CFU, Closure, Productive Talk, Marking Text, Learning Logs, Graphic Organizers/Writing

6. Quarterly PLC Goal Setting: School-Wide-PLC-Classroom-Individual Student

7. Report Cards Ds & Fs Quarterly

8. Monitor small group learning 2X per month/quarterly for student impact of intervention for Rti tier 3 students.

9. Instructional Leadership Team will meet monthly – PLC Common Formative Assessments focused on the agreed-upon Essential Learnings with student work as evidence of learning, PLC Goal Setting Outcomes Quarterly, KAG, CFA Data, MindPlay, & BAS Progress, Calibration of Grades, PLC Weekly Agendas

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

- Quality first teaching and classroom based intervention that focuses on the grade level standards, goal setting, checking for understanding, Classroom Foundations, common formative assessments
- 1 TSA K-3 funded by School & 1 TSA 4-6 grades funded by District
- TSAs (primary & intermediate) to support AC planning, data analysis, coaching/modeling, and intervention planning based on CFA data Tier 2 & 3.
- 5 Teaching Fellows to support Rti Tiers 1-2 as a push-in during intervention block for 1st - 6th grades and kindergarten as available.
- School Intervention Team that consists of ILT and teachers to plan and develop Tier 2 and 3 intervention plan and roles of K-3rd and 4th-6th TSAs by the end of the 2017/18 school year. This information will be shared with the SSC team at the beginning of the 18/19 school year and their input can be added as needed.
- **Rti Intervention Model:** Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and CFA/Learning Target data. Tier 2 Push-in support utilizing the TSAs when they are part of the PLC planning and implementation cycle. (Monitoring and focus on our disproportionate students)
- **Rti Tier 3 student support will be mostly pull-out during the after school Library Tutoring block or during the Non-Core blocks. Students pulled for Tier 3 supports will not miss Core instruction or Core support/interventions.**
- 1X1 Technology 1st - 6th Grades. Kindergarten has 6 tablets per classroom.

Owner(s):

1. Co-Administrator
2. Co-Admin
3. Co-/Admin
4. Principal
5. Principal/Co-admin-Formal/Informal Walkthrough Data based on the IPG (will meet weekly to discuss walkthrough data for next steps)
6. Principal/Teachers/Students will utilize Goal Setting and document on the PLC Essential Learning template & Teachers will support students with goal setting quarterly
7. Co-Administrator Quarterly – monitor Ds & Fs
8. Co-Admin/TSAs Monitor Bi-Weekly & Quarterly
9. Principal will facilitate ILT Meeting & Monitor Progress

Timeline:

1. 2X per year
2. 2X per year
3. Yearly
4. Quarterly CFA: 3 ELA & 3 Math
5. Weekly
6. Quarterly
7. Quarterly
8. 2X per month/quarterly
9. Monthly

Specify enhanced services for EL students:

- After School Tutoring for 1st/2nd grade ELD students using the Wonders Adaptive and small group support by TFs.
- EL students will receive Integrated ELD and Designated instruction to support and increase their language/reading development/comprehension to master the State Standards.
- EL students will be monitored and provided intervention and support as determined by ELPAC, and CFA data.
- Rti = 5 Teaching Fellows and 2 TSAs: (1 TSA K-3 funded by school) & (1 TSA 4-6 grades funded by District)
- Intervention is focused as a Push-in support except for Tier 3 intensive students which includes our ELLs during Non-Core blocks
- Reclassified students will be monitored quarterly to ensure that they are mastering the grade level State Standards.
- Reclassified students will be celebrated at the Award's Assemblies Quarterly

- Tier 3 After School Library Tutoring for students that have significant gaps in ELA and/or Math. Two TSAs will provide Tier 3 small group support for identified students during Non-Core blocks.
- RSP Teacher as available will support unidentified as well as identified students who are needing intensive ELA support
- Graphics for visuals to support and enhance our adopted curriculum for ELA and Math
- Software and On-line Resources to enhance our adopted curriculum such as MindPlay, and Starfall.
- Technology to support instructional delivery and student learning such as Edge boards, tablets, projectors, document cameras...
- Six PLI teachers trained on integrating technology with the ELA/Math adopted curriculum focusing on the State Standards.
- Materials and supplies to support our technology such as bulbs, cables, printing supplies...
- Materials and supplies to enhance our adopted curriculum such as Wonders theme related novels, picture books, Wonders Intervention resources
- Student goal setting with Class Goals for Lessons, CFA Assessments, DRP, Interim, & SBAC Data Chats will be provided by teachers quarterly
- Resource technician will update and order as needed necessary materials and supplies to enhance and support student learning such as materials, graphics, technology, and software.
- Lease Copy Machine as funds are available.
- Quarterly Awards
- Quarterly Rallies with Krazy Karen for qualifying students
- Extra Recess/Celebrations with incentives for students meeting goals, including but not limited to Kona Ice, popsicles, pizza, etc.
- Credentialed/Classified Supplemental contracts provided for additional services to students

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

- At Back to School Night and during Parent Teacher Conferences, families will be provided information about on-line resources available to students/parents at home (GoMath, Wonders, MindPlay, etc) include link, password, and brief description of site.
- Fall parent/teacher conferences teachers will review students' reading levels, scores, quarterly goals outcomes, and Parent/Student/Teacher Compact
- Tk/K Teachers will present a parent orientation before the start of the school year to focus on early literacy skills and classroom routines.
- Quarterly Goals student progress will be shared with parents quarterly Tk -6 grades.
- 2nd-6th grade teachers will send home the parent District Reading Assessment reports after every administration.
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, Quarterly Goals, ATLAS Parent Portal, EduText, ISLPs.
- Parent Coffee Hour Monthly will provide trainings on strategies and information that support student reading development at home as well as other important school information.
- Parent University will provide trainings on strategies that support student reading development at home.
- To support Parent Meetings and Events will provide materials such as copy paper, pencils-pens, books etc., babysitting and food items to increase parent participation and involvement. Fund
- Home School Liaison to support parents with training on academic support, nutrition, and social/emotional training for student success...

Describe Professional Learning related to this action:

Dial of Learning—How Teacher and School Practices impact student learning positively or negatively based on research Visible Learning by Hattie, Fisher, Frey

1. **Teacher Clarity: Dial of Learning High Impact**

PLC Foundations: Question #1 What do We Want Students to Learn?

- **Create Learning Targets with the most Essential Learnings** by deconstructing the standards and skills to support students mastering the grade levels standards.
- **PLCs will create rigorous CFAs based on the Essential Learning/Learning Targets** to provide data that informs instruction to meet students' needs, and to find instructional strategies that have shown to improve student learning.
- **Classroom Foundations: Objectives-Instruction Aligned to Tasks**-Closure-Assessment/CFU strategies.
- **Content in support of State Standards and related adoptions** will continue to be a focus. during Buyback Days and will be site or regionally led.

2. **(IPG1 Culture of Learning High Expectations): Teacher-Student Relationships Learning High Impact**

Dial of

- **First 10 Days Social Emotional Learning** CHAMPS/MAC/Second Step and Class Meetings weekly, & Academic Routines and Procedures for ex: Partner Work, How to Write in a Journal, Close Reading with Marking the Text.
- **Create Common Pre-During-Post-Formative Assessments** using Wonders materials, Illuminate test-item bank, and/or AC created to support student's differentiated needs.
- **Collective Teacher Efficacy Dial of Learning High Impact**
- **Social/Emotional Learning-Growth Mindset, positive interactions**

3. (IPG2b Challenging Content): Goldilocks Challenge: Go from Surface to Deep Learning to Access the State Standards Dial of Learning High Impact

- Deepen our learning with using the Wonders lessons that employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning through reading, writing, speaking and listening strategies. Questions and tasks are intentionally sequenced to build knowledge and deepen students' comprehension of the text. (Utilize DOK Levels of Questioning)
- Wonders Write to Sources: Readers Writer's Workshop, Close Reading Companion, and Anthology:Text with Marking Text, Responding to Text through Collaboration & Writing
- Repeated Reading High Impact
- Wonders Genre Writing Process integrates skills instruction with grammar, spelling...
- Kids Inc! After school program will help support students' varied needs by providing students opportunities to use on-line resources weekly to support reading comprehension and foundational skills.

4. (IPG3 Challenging Content/Ownership): Classroom Discussion/Collaborative Conversations Dial of Learning High Impact

PLC Foundations: Question #2 How Do We Know They Have Learned It?

- Teacher Talk Vs Student Collaboration-Students engaged in academic conversation 55% or more of the day, there is a high impact to learning. If Teacher Talk is 60% or more of the day compared to student discussion, student learning is negatively impacted.
- Collaborative Discussions (School-wide Talk Moves?) to engage with complex text through reading, writing, speaking & listening strategies/techniques.
- Provide student opportunities to share their thinking about the content of the lesson using text evidence and display precision in their oral and written responses, Talk about and ask questions about each other's thinking in order to improve and clarify their own understanding of the text. Provide opportunities to productively struggle and demonstrate perseverance and self-regulation
- Share effective strategies that support and motivate students in completing tasks and assignments. Begin discussion on calibration of AC grading criteria.
- Designated/Integrated ELD will be provided daily and more training will be provided
- Digital Literacy Continuum for K-6 Grades Training/Planning

5. (IPG4 Every Student-When students are working to overcome gaps in skill or standards): Small Group Learning Dial of Learning High Impact

PLC Foundations: Questions #3 & 4 How Will We Respond When They Didn't Learn It? & How Will We Respond When They Already Know it?

- Small Group Learning based on needs of students by using CFA Data/Learning Targets has a High Impact to student learning. (Ability Grouping based on Assessment scores i.e. DIBELS, Fluency, BAS has a low impact to student learning)
-
- RtI Intervention Model: Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and CFA/Learning Target data. Tier 2 Push-in support utilizing the TSAs when they are part of the PLC planning and implementation cycle.
- RtI Tier 3 student support will be mostly pull-out during the after school Library Tutoring block or Non-Core blocks. Students pulled for Tier 3 supports will not miss Core instruction or Core support/interventions.
- Online Resources such as Solution Tree to support planning in PLC

6. (IPG5 Improving Every Day-Are Students Demonstrating Their Understanding?)

PLC Foundations: Question #3 & 4 How Will We Respond When They Didn't Learn It? & How Will We Respond When They Already Know it?

- **PLCs will create rigorous CFAs based on the Essential Learning/Learning Targets** to inform instruction and provide data to meet students' needs.
- **Classroom Foundations:** Objectives-Instruction Aligned to Tasks-Closure-Assessment/CFU strategies.
- **Substitutes for teachers** for SST's, IEPs, data chats, and peer observations

7. Mobility Dial of Learning Negative Impact: Important to keep with pacing so all students are provided with the State Standards for end of year (If students move within the District, they will still receive the learning with our GVC and the State Standards)

Per Teacher Input from SPSA Survey: Continue Professional Learning: Going Deeper with GVC, ELD, Write to Sources and Genre Writing, Engagement Strategies, technology supporting GVC implementation

Books to Support PL: Better Learning Through Structured Teaching by Doug Fisher, Visible Learning for Teachers by Hattie, Fisher, Frey, and Engagement by Design by Fisher and Frey

Action 2

Title: Math Comprehensive Instruction

Action Details:

Mayfair Elementary School will provide comprehensive balanced mathematical instruction with learning opportunities related to conceptual understanding of mathematics through the three mathematical shifts Focus, Coherence, and Rigor. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing on the eight mathematical practices and making connections to content that reflect the three mathematical shifts. Lessons will provide opportunities for students to engage collaboratively with grade-level problems, mathematical investigations, and/or tasks. Student learning/support will be based on whole group instruction, cooperative learning groups, and targeted small group instruction based on CFA Learning Target data for at risk groups with an emphasis on technology to improve mastery of grade level standards.

By June 2019, the percentage of students scoring "Standard Met" or "Exceeding" on SBAC-Math will increase by 7% from 24.802% to 31.802%. By June 2019, there will be a 10% decrease in students receiving Ds & Fs on their Report Cards from 65.809% to 55.809%.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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. District Reading Assessment (DRP) 2X per year-Monitor & analyze for growth from previous year to make decisions for student learning: 2 Grade=4 points, 3 Grade=3 points, 4 & 5 Grades=2 points, and 6 Grade=1 point
2. Interim Assessments 2X per year (Analyze if made growth target)
3. SBAC Assessment Data 2017 (Analyze if made growth target-Actionable next steps)
4. AC Common Formative Assessments: 3 ELA & 3 Math CFAs per quarter
5. Formal/Informal Walkthrough Weekly Feedback focused on: Instructional Practice Guide Tenets: Culture of learning, Challenging Content, and Ownership in the classroom learning; lessons focused on high quality text and integrate the grade level State Standards through listening to, reading, writing, and/or speaking about text(s); Classroom Foundations: Objectives-Instruction Aligned-CFU, Closure, Productive Talk, Marking Text, Learning Logs, Graphic Organizers/Writing
6. Quarterly Goal Setting: School-Wide-AC-Classroom-Individual Student
7. Report Cards Ds & Fs Quarterly
8. TSAs will monitor small group instruction quarterly for student impact of Tier 3 intervention if available. Progress monitor students in small group instruction 2X per month.
9. Instructional Leadership Team will meet monthly – AC Common Formative Assessments focused on the agreed-upon Essential Learnings with student work as evidence of learning, AC Goal Setting Outcomes Quarterly, KAIG, CFA Data, Calibrate Grades. AC Agendas Weekly

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

- Quality first teaching and classroom based intervention that focuses on the grade level standards, goal setting, checking for understanding, Classroom Foundations, Common Formative assessments with Learning Targets.
- PLCs committed to 1 1/2 hour blocks for Math
- Full implementation of the GoMath Problem Solving Components: Think Smarter, Go Deeper, Unlock the Problem
- Manipulatives will be provided to students to support them with learning the rigorous mathematical concepts
- 1 TSA K-3 funded by School & 1 TSA 4-6 grades funded by District
- TSAs (primary & intermediate) to support AC planning, data analysis, coaching/modeling, and intervention planning based on CFA data Tiers 2 & 3.
- RtI Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and by PLC CFA/Learning Target data. Tier 2 Push-in support utilizing the TSAs when they are part of the PLC planning and implementation cycle.
- RtI Tier 3 student support will be mostly pull-out during the after school Library Tutoring block or during Non-Core blocks. Students pulled for Tier 3 supports will not miss Core instruction or Core support/interventions.
- 1X1 Technology 1st - 6th Grades. Kindergarten has 6 tablets per classroom.
- Tier 3 After School Library Tutoring for students that have significant gaps in ELA and/or Math. Two TSAs will provide Tier 3 small group support for identified students during Non-Core blocks.
- RSP Teacher as available will support unidentified as well as identified students who are needing intensive math support
- Graphics for visuals to support and enhance our adopted curriculum for ELA and Math

Owner(s):

1. Co-Administrator
2. Co-Admin
3. Co-/Admin
4. Principal
5. Principal/Co-admin-Formal/Informal Walkthrough Data based on the IPG (will meet weekly to discuss walkthrough data for next steps)
6. Principal/Teachers/Students – Teachers will utilize Goal Setting and document on the PLC Essential Learning template & Teachers will support students with goal setting quarterly
7. Co-Administrator Quarterly – monitor Ds & Fs
8. Co-Admin/TSAs Monitor Bi-Weekly & Quarterly Small Group Tier 3 Support
9. Principal will facilitate ILT Meeting & Monitor Progress

Timeline:

1. 2X per year
2. 2X per year
3. Yearly
4. Quarterly CFA: 3 ELA & 3 Math
5. Weekly
6. Quarterly
7. Quarterly
8. 2X per month/quarterly
9. Monthly

Specify enhanced services for EL students:

- After School Tutoring for ELL students providing small group support by TFs and/or TSAs.
- ELL students will receive Integrated ELD and Designated instruction to support and increase their language/reading development/comprehension to master the State Standards.
- ELL students will be monitored and provided intervention and support as determined by ELPAC, and CFA data.
- RtI = 5 Teaching Fellows and 2 TSAs: (1 TSA K-3 funded by school) & (1 TSA 4-6 grades funded by District)
- Intervention is focused as a Push-in support except for Tier 3 intensive students which includes our ELLs
- Reclassified students will be monitored quarterly to ensure that they are mastering the grade level State Standards.
- Reclassified students will be celebrated at the Award's Assemblies Quarterly

- Software and On-line Resources to enhance our adopted curriculum such as, but not limited to, MindPlay, MobyMax, Prodigy, and Starfall
- Technology to support instructional delivery and student learning such as Edge boards, tablets, projectors, document cameras...
- Six PLI teachers trained on integrating technology with the ELA/Math adopted curriculum focusing on the State Standards.
- Materials and supplies to support our technology such as bulbs, cables, printing supplies...
- Materials and supplies to enhance our adopted curriculum
- Student goal setting with Class Goals for Lessons, CFA Assessments, Interim, & SBAC Data Chats will be provided by teachers quarterly
- Resource Technician will update and order as needed necessary materials and supplies to enhance and support student learning such as materials, graphics, technology, and software.
- Lease Copy Machine as funds are available

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

- At Back to School Night and during Parent Teacher Conferences, families will be provided information about on-line resources available to students/parents at home (GoMath, Wonders, MindPlay, etc) include link, password, and brief description of site.
- Fall parent/teacher conferences teachers will review students' reading levels, scores, quarterly goals outcomes, and Parent/Student/Teacher Compact
- Tk/K Teachers will present a parent orientation before the start of the school year to focus on early literacy skills and classroom routines.
- Quarterly Goals student progress will be shared with parents quarterly 2-6 grade
- Teachers will send home the parent District Reading Assessment reports after every administration
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, Quarterly Goals, ATLAS Parent Portal, EduText, ISLPs.
- Parent Coffee Hour Monthly will provide trainings on strategies and information that support student reading development at home as well as other important school information.
- Parent University will provide trainings on strategies that support student reading development at home.
- Parent Meetings and Events provide materials such as copy paper, pencils-pens, books etc., babysitting and food items to increase parent participation and involvement.
- Fund Home School Liaison Spanish and Hmong to support parents with translation, training on academic support, nutrition, and social/emotional training for student success.

Describe Professional Learning related to this action:

Dial of Learning—How Teacher and School Practices impact student learning positively or negatively based on research Visible Learning by Hattie, Fisher, Frey

1. (IPG1 Culture of Learning High Expectations): Teacher-Student Relationships Learning High Impact

Dial of

- **First 10 Days Social Emotional Learning** CHAMPS/MAC/Second Step and Class Meetings weekly, & Academic Routines and Procedures for ex: Partner Work, How to Write in a Journal, Close Reading with Marking the Text.
- **PLCs will create rigorous CFAs based on the Essential Learning/Learning Targets** to provide data that informs instruction to meet students' needs, and to find instructional strategies that have shown to improve student learning.
- **Collective Teacher Efficacy Dial of Learning High Impact**
- **Social/Emotional Learning-Growth Mindset, positive interactions**

2. IPG2a Lessons Reflect the Shifts) Teacher Clarity: Dial of Learning High Impact

PLC Foundations: Question #1 What do We Want Students to Learn?

- **Understand the the 3 Mathematical Shifts: Focus-Coherence-Rigor**
- **Develop lessons that employ the 8 mathematical practices.**
- **Create Learning Targets with the most Essential Learnings** by deconstructing the standards and skills to support students mastering the grade levels standards.
- **PLCs will create rigorous CFAs based on the Essential Learning/Learning Targets** to provide data that informs instruction to meet students' needs, and to find instructional strategies that have shown to improve student learning.
- **Classroom Foundations: Objectives-Instruction Aligned to Tasks-Closure-Assessment/CFU** strategies.
- **Content in support of State Standards and related adoptions** will continue to be a focus. during Buyback Days and will be site or regionally led.

3. (IPG2b Challenging Content): Goldilocks Challenge: Go from Surface to Deep Learning to Access the State Standards Dial of Learning High Impact

- **Deepen our learning with using the GoMath lessons that (Utilize DOK Levels of Questioning)**
- Provides opportunities for students to engage with grade-level problems, mathematical investigations,

and/or tasks

- **Kids Inc! After school program will help support students'** varied needs by providing students opportunities to use on-line resources weekly to support mathematical concepts and skills.

4. (IPG3 Challenging Content/Ownership): Classroom Discussion/Collaborative Conversations Dial of Learning High Impact

PLC Foundations: Question #2 How Do We Know They Have Learned It?

- **Teacher Talk Vs Student Collaboration-Students engaged in academic conversation 55% or more of the day, there is a high impact to learning. If Teacher Talk is 60% or more of the day compared to student discussion, student learning is negatively impacted.**
- **Collaborative Discussions** (School-wide Talk Moves?) Students talk about and ask questions about each other's thinking to clarify, self-assess and/or improve their own mathematical understanding, which can lead student(s) to determine next steps to improve learning outcomes.
- **Provide student opportunities to share their thinking;** .Students justify their conclusions, communicate them to others, and respond to the arguments of others.
- **Share effective strategies that support and motivate students** in completing tasks and assignments. **Begin discussion on calibration of AC grading criteria.**
- **Digital Literacy** Continuum for K-6 Grades Training/Planning

5. (IPG4 Every Student-When students are working to overcome gaps in skill or standards): Small Group Learning Dial of Learning High Impact

PLC Foundations: Question #3 & 4 How Will We Respond When They Didn't Learn It? & How Will We Respond When They Already Know it?

- **Small Group Learning** based on needs of students by using CFA Data/Learning Targets has a High Impact to student learning. **(Ability Grouping based on Assessment scores i.e. DIBELS, Fluency, BAS has a low impact to student learning)**
- **Frequent monitoring of student progress by both teacher and students (self-efficacy)** drives content of intervention so that students get what they need, not what they already know.
- **RtI Intervention Model: Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and CFA/Learning Target data. Tier 2 Push-in support utilizing the TSAs when they are part of the PLC planning and implementation cycle.**
- **Rti Tier 3 student support will be mostly pull-out during the after school Library Tutoring block or Non-Core blocks. Students pulled for Tier 3 supports will not miss Core instruction or Core support/interventions.**

6. (IPG5 Improving Every Day-Are Students Demonstrating Their Understanding?)

PLC Foundations: Question #3 & 4 How Will We Respond When They Didn't Learn It? & How Will We Respond When They Already Know it?

- **PLCs will create rigorous CFAs based on the Essential Learning/Learning Targets** to inform instruction and provide data to meet students' needs, and to find instructional strategies that have shown to improve student learning.
- **Questions, tasks and/or assessments yield data that allow the teacher to assess students' progress** toward learning outcomes aligned to grade level standards and allow for lesson adjustments
- **Classroom Foundations:** Objectives-Instruction Aligned to Tasks-Closure-Assessment/CFU strategies.
- **Substitutes for teachers** for SST's, IEPs, data chats, and peer observations

7. Mobility Dial of Learning Negative Impact: Important to keep with pacing so all students are provided with the State Standards for end of year (If students move within the District, they will still receive the learning with our GVC

and the State Standards)

Per Teacher Input from SPSA Survey for Professional Learning: Going Deeper with GVC, ELD, Write to Sources and Genre Writing, Engagement Strategies, technology supporting GVC implementation

Books to Support PL: Better Learning Through Structured Teaching by Doug Fisher, Visible Learning for Teachers by Hattie, Fisher, Frey, and Engagement by Design by Fisher and Frey

Action 3

Title: English Language Learner Instructional Plan TK-6 Grades

[Action Details:](#)

Mayfair Elementary will implement a comprehensive, balanced language acquisition program by providing Designated and Integrated English Language Development to support our English Learners in accessing the State Standards in ELA and Math.

By May 2019, the percentage of ELL students that are reclassified will increase from 12.925% to 19.925%.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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 Data for baseline % Met
2. EL Goal Setting Report/Know each EL's Needs
3. DRP Administration Disaggregate by EL subgroup 2X per year (Analyze if made growth target)
4. Interim Assessments Disaggregate by ELL subgroup
5. SBAC Assessment Data 2018 (Analyze if made growth target & Disaggregate by EL Subgroup)
6. CFA Data, BAS, Fluency, BPST, Wonders Assessments, GoMath assessments will be used to monitor effectiveness of interventions for ELLs.
7. Quarterly Goal Setting: School-Wide-PLC-Classroom-Individual-Student (Teachers will support students with goal setting quarterly) Common Formative Assessments
8. CFA Data 3 ELA & 3 Math
9. Report Cards Ds & Fs calibrate with PLC
10. Formal/Informal Walkthrough Weekly Feedback focused on implementation of Designated & Integrated ELD as well as IPG data. Co-Admin and Principal will meet weekly to discuss supports needed as observed in walkthroughs.
11. Leadership team will meet monthly – Discuss ELL progress and other data
12. RFEP Monitoring and identification of RFEP students not meeting grade level standards.

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

1. Co-Admin
2. Teachers
3. Co-Admin/Teachers
4. Co-Admin/Teachers
5. Co-Admin
6. TSA
7. Principal/Teachers/Students will support students with goal setting quarterly
8. Principal
9. Co-Admin
10. Principal
11. Co-Admin
12. Co-Admin

[Timeline:](#)

1. Yearly
2. 2X Per Year
3. 2X Per Year
4. 2X Per Year
5. Yearly
6. Quarterly
7. Quarterly
8. Quarterly
9. Quarterly
10. Weekly
11. Monthly
12. Quarterly

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

- Designated and Integrated ELD Instruction to support access to the grade level State Standards

[Specify enhanced services for EL students:](#)

- After School Tutoring for ELL students that need support with TF and/or TSA small group learning.
- EL students will receive Integrated ELD and Designated instruction to support and increase their language/reading development/comprehension to master the State Standards.

- Teachers will develop ELPAC goals and provide a data chat with students related to reclassification. Teachers will know each of their English Learner's status and support them learning specific skills and strategies to increase one or more levels on the 2019 ELPAC.
- After School Tutoring for ELL with TSAs and/or TFs using Wonders Adaptive, MindPlay and small group learning with Wonderworks
- Teachers will provide small group support to ELL struggling readers daily during intervention with TF push-in support.
- **RtI Intervention Model: Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and CFA/Learning Target data. Tier 2 Push-in support utilizing the TSAs when they are part of the PLC planning and implementation cycle.**
- **RtI Tier 3 student support will be mostly pull-out during the after school Library Tutoring block or Non-Core blocks. Students pulled for Tier 3 supports will not miss Core instruction or Core support/interventions.**
- ELPAC Assessors
- Tablets for online use of integrated ELA/ELD resources, materials, and supplies to support ELA/ELD instruction. 1X1 tablets for 1st - 6th Grades & 6 tablets for each Kindergarten classroom
- Home School Liaison
- Digital Literacy Resources
- Substitutes for peer observations
- TSA to monitor and provide support with RtI and Teaching Fellows
- Additional materials and supplies that support instruction including, but not limited to, graphics and technology Translators, Direct maintenance and repairs
- Quarterly Awards
- Quarterly Rallies with Crazy Karen for qualifying students
- Extra Recess/Celebrations with incentives for students meeting goals, including but not limited to Kona Ice, popsicles

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

- Teachers will review EL Goal Setting Report, ELPAC, and academic results with parents at parent/teacher conferences in the Fall
- Parent Coffee Hour supported by the Spanish Home School Liaison will provide training on strategies to support English Language development
- Parent University will provide training on strategies that support English Language Development
- Quarterly Goals including English Development goals will be shared with parents quarterly
- ELAC monthly meetings will provide support and information to our English Learner parents
- 2-6 grade Teachers will send home the parent DRP reports after every administration
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, Quarterly Goals, ATLAS Parent Portal, EduText, ISLPs
- Information will be translated in other languages for our families
- Babysitting will be provided as needed for parents to attend meetings and trainings.
- Materials/supplies/technology/food items will be provided to parents for meetings and trainings.
- Translating services will be provided as needed
- ELPAC Assessors funded to support assessing students
- End of year celebration and presentation of reclassified students

- EL students will be monitored and provided intervention and support as determined by ELPAC, and CFA data.
- RtI = 5 Teaching Fellows and 2 TSAs: (1 TSA K-3 funded by school) & (1 TSA 4-6 grades funded by District)
- Intervention is focused as a Push-in support except for Tier 3 intensive students which includes our ELLs during Non-Core blocks
- Reclassified students will be monitored quarterly to ensure that they are mastering the grade level State Standards.
- Reclassified students will be celebrated at the Award's Assemblies Quarterly

Describe Professional Learning related to this action:

- Provide additional training on Integrated and Designated ELD with our Wonders program to support planning and learning for our English Learners
- ELPAC strategies to reinforce all year long
- Deconstruct the ELD Standards for planning/teaching and integrate with the ELA Standards
- Use the ELL Goal Setting Report to identify target students and their instructional need

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	48.707	55.707

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.

Goal 2 Participation Rate

Key factors contributing to increased rate of Goal 2 participation include:

- Increase in organized after school clubs (Hmong dance and Folklorico)
- Music/choir opportunities for students in 4th-6th during school hours
- Increased funding for Goal 2 activities; staff contracts, purchasing of materials and supplies
- Inputting on ATLAS student engagement; keeping attendance for all student activities
- Updating Mayfair's Guidelines for Success; incorporating in daily announcements and taught twice a year at the beginning through the "10 Day Focus" as well as midyear (January)

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

Goal 2 Participation Rate

- Lack of parent knowledge of clubs/activities available after school
- Scheduling conflicts with clubs during the week where students had to choose which club they wanted to be a part of
- Did not schedule a parent meeting for 6th grade camp to notify parents of program and to discuss concerns and share questions

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:

- Additional field trips for grade levels if needed to tie to the standards/curriculum
- Positive role-models for Goal 2 clubs and activities

2 ELAC:

- Continue with after school dance clubs
- Offer more clubs/afterschool activities to students in grades 1st-2nd
- Positive role models for students who are working with adults, during and after school

3 Staff:

Actions based on staff input to increase Goal 2 participation:

- 6th grade teachers to have a parent meeting about camp to discuss concerns/questions and provide translations; invite parents and students who have experienced camp to share their thoughts
- continue music at all grade levels (choir, band, strings)
- Advertise various clubs to students during Back to School Night, parent meetings, Title 1; use videos, photos or student interviews to advertise; parent/student booths during school-wide events to recruit students; pictures in the office, parent meeting room, and cafeteria
- Intramural sports during lunch recess
- Club shirts for students participating; available to staff and

- families in order to promote and support various clubs
- Assign club sponsor access to ATLAS in order to keep track of student participation in Goal 2 events
- Create a schedule to students on afterschool clubs including the days and times classes will be offered along with a description and expectations

Action 1

Title: Increase Participation in Goal 2 Activities

Action Details:

Mayfair Elementary will plan for student engagement by providing students with a variety of activities to choose from during school and after school in order to increase student connectedness to school. Classes will provide students with opportunities to engage in athletics, cultural dance, drama, extended learning in math and reading, STEM, music/band, fieldtrips, school-wide events, and assemblies. Mayfair will increase student connections with their peers and caring adults at school through engagements in arts, activities, and athletics by implementing Meaningful Work through Student Jobs, student clubs, and various other school activities. Engagement opportunities will support Mayfair's Guidelines for success: "MAYFAIR MUSTANGS"; M=motivated, U=unified, S=strong, T=trustworthy, A=achievers, N=never give up, G=goal-oriented, S=Success in reaching our goals.

By May 2019 there will be an increase of students engaged in Goal 2 activities to create a positive climate and connection to school, especially for our unique students. Student participation will increase from 48.707% to 55.707%.

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. Reports from ATLAS
2. SQII Data
3. SEL Data
4. Parent/Student Surveys
5. Student engagement attendance
6. Teacher surveys on school jobs and student performance

Owner(s):

- Co-Admin
- TSA
- Goal 2 instructors/supervisors

Timeline:

- August 2018-June 2019

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

- Purchase orders for athletics, clubs, activities, and the arts
- Supplemental contracts to staff to facilitate clubs or events
- Transportation services to attend activity or event, materials and supplies, including but not limited to, notebooks, paper, pencils, etc.
- Music Provided for grade levels: band, strings, choir, and chorus
- Open POs for various companies such as PeaceWorks, Office Depot, employees as vendors in order to purchase necessary items for Goal 2 clubs/programs
- Monthly family evening events (paint night, dances with Crazy Karen, etc.)

Specify enhanced services for EL students:

- Monitor, provide opportunities, and encourage ELL students to be engaged in Goal 2 activities.
- Send home club notifications and permission forms in Spanish and Hmong
- Student clubs to perform during parent meetings such as Parent Coffee Hour, ELAC, Title 1 Parent Meeting, and Back to School Night/Open House in order to inform parents of clubs and recruit additional students to participate
- Pictures/poster displayed in office to promote available clubs and activities

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

Describe Professional Learning related to this action:

- Share Goal 2 opportunities to parents at Back-to-School Night, Open House, School Site Council meetings, ELAC meetings, Parent Coffee Hour, Parent Newsletters, School Messenger, and teacher parent conferences
- Display pictures and/or videos of student performances/activities in office, cafeteria, parent meeting room in order to inform families of various Goal 2 opportunities provided by the site
- Booths during family events (Back to School Night, Open House, Family Nights) in order to provide families information about site clubs/groups
- PL with staff to generate ideas for clubs and activities.
- Staff will be trained to record events and take attendance on ATLAS if they are a supervisor of an activity
- Provide time for staff to sign-up for clubs and activities as well as time to calendar days/times classes will take place

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	99.038	100
Exposure to Careers - 4th Grade	93.506	100
Exposure to Careers - 6th Grade	92.453	99.453

Needs Assessment

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

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

Exposure to Careers - 3rd Grade

- Due to student illnesses, 3rd grade participation rate did not reach 100%

Exposure to Careers - 4th Grade

- Parent meeting was not scheduled with parents and teachers to discuss concerns and questions about out of town field trip
- Cultural belief system in not allowing children to attend out of town trip without a parent as as chaperone
- Safety concerns on out of town travel and supervision
- Working parents are not able to chaperone due to work schedules

Exposure to Careers - 6th Grade

- Parent meeting for all 6th grade parents was not scheduled in order to answer questions and clear up concerns for families
- Low attendance during Back to School for 6th grade classrooms
- Camp scheduled at the beginning of the year leaving less time to meet with families and encourage student participation and recruitment of chaperones
- Early scheduling of camp does not allow for time to build student/teacher relationship and for families to build trust in teacher

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

Exposure to Careers - 3rd Grade

- Due to student illnesses, 3rd grade participation rate did not reach 100%

Exposure to Careers - 4th Grade

- Parent meeting was not scheduled with parents and teachers to discuss concerns and questions about out of town field trip
- Cultural belief system in not allowing child to travel out of town without an adult family member
- Safety concern for families to allow their children to attend out of town field trips; especially for younger students

Exposure to Careers - 6th Grade

- Families did not meet with 6th grade teachers to discuss concerns and share questions about camp experience
- Cultural belief system in not allowing child to travel out of town without an adult family member
- Safety concern for families to allow their children to attend out of town/over night field trips; especially for female students

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:

2 ELAC:

3 Staff:

- Invite professionals from the community to speak to students during the after school program to motivate and mentor students

- More communication with families on field trips and expectations
- Have former parents and students share experiences and thoughts about 6th grade camp

- Actions based on staff input for ELA to improve student achievement:
- Home communication for families in all languages
 - Continue Meaningful School Jobs to build student/teacher connections
 - Promote field trips by displaying pictures and quotes from students participating in activities
 - Share photos and quotes from students on monthly parent calendar prior to field trip date; allowing time for paperwork
 - Announce in School Messenger and daily announcements
 - Create posters promoting activities and organizations the first month of school
 - Calendar trips at the beginning of the year to inform parents of dates allowing ample time for fingerprinting and requests days off from work
 - Share field trips and dates to parents during SSC, ELAC, Title 1, and Parent Coffee Hour

Action 1

Title: Students will be exposed to variety of career opportunities.

Action Details:

Mayfair Elementary will increase student participation with our Study Trips and provide opportunities that expose students to careers. We will develop opportunities and student activities throughout the year, such as Mayfair Meaningful Student Jobs, that promote character and workplace competencies with the expectation of being College and Career Ready. .

By May 2019, there will be an increase of students participating in Study Trips that expose students to Careers and promote the importance of being College and Career ready. Student participation will increase for 3rd Grade 99.038% to 100% ***** 4th Grade 93.506% to 100% ***** 6th Grade 92.53% to 99.453%.

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. Using district progress monitoring tools, Co-Admin and Supervising Teachers will keep track of students who are attending the Goal 3 experience.
2. We will log students that participate accordingly to monitor participation rate.

Owner(s):

1. Co-Admin/Teachers
2. Teachers

Timeline:

1. Quarterly
2. Ongoing

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

- Career Day
- I Pledge and I AMREADY assemblies

Specify enhanced services for EL students:

- As a result of our goal being 100% participation, our EL students are included in this target.
- Inform families of goal 3 experiences during Title 1 Parent Meeting, ELAC, Parent Coffee Hour, SSC, and Back to School Night
- Translators and babysitting provided during meetings with families

- Guest speakers and community visitors during school-wide events such as Red Ribbon Week and Read Across America (Dr. Seuss Week)
- Classroom Ambassadors that will support newly enrolled students by being their guide and showing them the rules, expectations and layout of the school.
- Provide newly enrolled students after first quarter with a school spirit shirt and assign a classroom ambassador to help with school adjustments
- Students in grades 4th-6th will be given the opportunity to apply and interview quarterly for identified school jobs

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

- Administration/Staff will present Goal 3 opportunities for parents at Back to School Night, Open House, Title 1 Meeting, Coffee Hours, ELAC and SSC meetings, as well as our Monthly Newsletter and School Messenger. This will ensure that parents are well informed about the various Goal 3 opportunities we have for our students.
- HSL will notify parents as needed in order to provide additional information in order to encourage student participation in Goal 3 activities

Describe Professional Learning related to this action:

- Staff will be provided with the information they need to ensure all experiences are scheduled and all arrangements are made within the appropriate timelines.
- Field trips will be calendared at the beginning of the year. As ACs are planning their grade level experiences, we will ensure they have selected an optimum date, which allows for highest student participation.
- Inform teachers of the "Classroom Ambassador" Program and how to identify students from each classroom that will be successful based on provided criteria for the program/job
- Provide explanation of school jobs and allow for teachers to sign-up for classroom help that will be provided from students in grades 4th-6th

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
ADA Attendance	94.644	96
Chronic Absenteeism	16.647	14.647
Suspensions Per 100	17.931	6.931
Parent Survey - Safe and secure	92.084	99.084
Student Survey - Included	69.604	76.604

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

- Inconsistencies with Independent Contract process
- Lack of chronic students involved in Goal 2 and 3 activities
- Inconsistency of job roles/expectations for CWA and Office Assistant; missing home and student contacts to discuss absenteeism

Suspensions Per 100

- Lack of referral process with levels of misbehaviors
- Lack of behavioral supports of Level 2 misbehaviors
- No input on ATLAS for Tier 2 behaviors
- Inconsistent use of Tier 1 school-wide structures such as CHAMPS, implementation of Class Meetings and Second Step instruction

ADA Attendance

- Inconsistencies with Independent Contract process
- Lack of chronic students involved in Goal 2 and 3 activities
- Inconsistency of job roles/expectations for CWA and Office Assistant; missing home and student contacts to discuss absenteeism

Parent Survey - Safe and secure

- Lack of parent understanding on school safety procedures and policies

Student Survey - Included

- Lack of school activities/clubs students could participate in and make a connection with a caring adult

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

Chronic Absenteeism

- Inconsistencies with Independent Contract process
- Lack of chronic students involved in Goal 2 and 3 activities
- Inconsistency of job roles/expectations for CWA and Office Assistant; missing home and student contacts to discuss absenteeism

Suspensions Per 100

- Lack of behavioral supports of Level 2 misbehaviors
- No input on ATLAS for Tier 2 behaviors
- Inconsistent use of Tier 1 school-wide structures such as CHAMPS, implementation of Class Meetings and Second Step instruction

ADA Attendance

- Inconsistencies with Independent Contract process
- Lack of chronic students involved in Goal 2 and 3 activities
- Inconsistency of job roles/expectations for CWA and Office Assistant; missing home and student contacts to discuss absenteeism

Parent Survey - Safe and secure

- Lack of parent understanding on school safety procedures and policies

Student Survey - Included

- Lack of school activities/clubs students could participate in and make a connection with a caring adult
- Lack of motivation/goal-setting

- Lack of motivation/goal-setting
- Low or lack of growth mind-set in students

- Low or lack of growth mind-set in students

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:

- "No absences" incentives; every 100 days (extra recess, add "Attendance Matters" spirit shirt for example)

2 ELAC:

- Thankful for additional supports for families and students; counselors and Social Worker
- Enjoy seeing students in their student jobs and all activities that are offered at school
- Getting students involved with school spirit and events
- Family events afterschool; continue with arts, games dances

3 Staff:

Actions based on staff input for ELA to improve student achievement:

- Continue to budget for counseling services to support students and families
- Continue to have Social Worker support families and students at the site
- Schedule/calendar organized recess activities with lunchtime coach
- Keep Daily Perfect Attendance Flag and monthly awards for classes with highest percentage of perfect attendance
- Implement Anti-Bullying programs; assemblies
- Continue to implement Second Step and Class Meetings
- Student awards/incentives for showing character traits
- Continue with Student of the Month, Mighty Mustang

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

The following actions were funded by Title 1 funds last year and will continue to be funded to support student continued student growth:

- Two Home School Liaisons (Hmong and Spanish)
- Materials and supplies for parent meetings
- Materials and supplies to support ELs in reading and math to ensure access to the content
- Technology and software to support student learning across the curriculum

Action 1

Title: Decrease Chronic Absenteeism & Improve Attendance

Action Details:

Mayfair Elementary will decrease chronic absentee students and increase the overall attendance rate by creating a positive school culture with school-wide reward/incentives, discussing with parents and students about the importance of school, as well as encouraging student participation in Goal 2 activities that focus on the arts, activities, and athletics. Implementation of effective parent communication, such as monthly calendars, School Messenger, meeting notices/reminders, and marquee updates will be used to develop greater parent attendance at school sponsored events resulting in increased parent involvement.

By June 2019, the percentage of students who are chronically absent (attendance rate of 90% or less) will decrease from 16.647% to 14.647%. By June 2019, the overall attendance rate will increase 2% from 94.644% to 96%.

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. ATLAS attendance reports
2. CWA Specialist data collection and attendance conferences
3. CWA Specialist and Office Assistant will monitor attendance of identified K-6th students with chronic absenteeism. They will make regular contact with each student and family, arrange for mentoring as needed, and provide incentives for improved attendance.
4. Office Assistant will make calls daily to absent students/families. HSL will support as needed with home visits/phone calls home.
5. Office Assistant will coordinate A2A meetings and document parent attendance. Principal will support these meetings as needed.
6. CWA will make calls/home visits to families of students with chronic absences
7. Student participation in Girl Power and Young Men of Character for chronically absent students as available
8. SQLI data Goal 2 Participation
9. Suspension Data of Chronically Absent Students

Owner(s):

1. Administration
2. CWAS
3. Office Assistant/CWA
4. Office Assistant
5. Office Assistant
6. CWA
7. CWA
8. Co-Admin
9. Principal/Co-Admin

Timeline:

1. Daily
2. Daily/Weekly
3. Daily/Weekly
4. Daily
5. Bi-Weekly
6. Daily
7. Weekly
8. Quarterly
9. Quarterly

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

- Rewards and incentives will be provided to students through drawings that will occur on a weekly basis during lunch.
- School Jobs for 4th - 6th grade students are available through an interview process. Each job will have a supervisor to monitor. SOS Chair/RP Counselor will organize.
- Student Clubs i.e. Hmong Dance, Folklorico, Theatre/Dance, Peace Club; club organizer will advertise club during lunch times in cafeteria to promote and sign-up additional students at recess; clubs will perform in order to recruit additional students
- Daily "Perfect Attendance" flag will be displayed when classrooms have perfect attendance for the day. Monthly grade levels/teachers of classrooms that have the highest perfect attendance % for the month earn a "Thank You" reward. School Jobs Flag Supervisor will monitor students and monthly reward.
- Teachers and Principal will monitor dashboards weekly that their class has 95% or better attendance and discuss with parents as needed.
- Teachers will keep track of Perfect Attendance students weekly and provide qualified students with tickets for weekly raffle at lunch.
- CWA Specialist and Office Assistant will monitor attendance of identified K-6th students with chronic absenteeism. They will make regular contact with each student and family, arrange for mentoring as needed, and provide incentives for improved attendance. Office Assistant will make calls daily to absent students/families. HSL will support as needed with home visits/phone calls home.
- Office Assistant will coordinate A2A meetings and document parent attendance. Principal will support these meetings as needed.
- CWA will make calls/home visits to families of students with chronic absences

Specify enhanced services for EL students:

- HSL to support ELL students and families with translations, Home visits, and outreach Bilingual resources for parents
- HSL to coordinate and calendar Parent University and Parent Coffee Hour; topics to include importance of attendance/attendance matters
- CWAS communications and Supports
- Social Worker to support students and families
- Family Foundations Counselors
- Restorative Practices Counselor

- CWA meets weekly with students that have chronic absenteeism and provides incentives to students that have improved their attendance.
- Mentoring for 5th - 6th grade identified students may receive mentoring through "Girl Power" and "Young Men of Character" to support attendance and feeling connected to school.
- There will be a focus on students/families in grades PreK-Kinder to encourage school attendance. Literacy Nights/Parent Coffee meetings for example will focus on research-based talks about the importance of attendance for student success beginning in the early grades. Another example, teachers providing mini workshops for "Make It/Take It" activities that support the learning of High Frequency Words and Literacy at home and discussing the importance of attendance at school.
- TK/Kinder will have a before school Back to School Night to discuss the importance of attendance as well as the curriculum/grade level State Standards and classroom routines and procedures.
- Activities throughout the school year for student and parent connection to school: Monthly Family Nights i.e. Paint Night, Movie Nights, Dance Nights, Bingo Night, Science night, reading night..
- Red Ribbon Week
- Read Across Mayfair/Dr. Seuss Birthday
- Book Fair
- Pastries with Parents
- Winter & Spring Programs
- Career Day 4-6 Grades if available
- Crazy Karen Quarterly Reward: Attendance, Behaviors, Effort/Grades
- Crazy Karen evening family events (Fall/Spring)
- Family Foundations Counseling provides individual and group counseling to support students with mental health needs.
- Restorative Practices Counselor supports re-entry students from suspensions and works with students using Second Step lessons.
- District Provided Social Worker organizes our mental health resources with the COST process with Family Foundations Counselors and School Psychologist. They work together to respond to student needs. The Social Worker also supports students with social/emotional needs.
- Quarterly Perfect Attendance Awards for students during awards ceremony, prizes for students with perfect attendance such as pencils, medals, trophies, dog tags, etc.
- School Psychologist supports our students during SST and IEP meetings as well as provides Wellness Plans for students that need extra social/emotional support.
- Backpack Program for select students offering nutritious foods for families in need.
- Supplemental Contract for Teacher to oversee and organize the Backpack program.

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

- Parent Trainings during Coffee Hour and/or Parent University on how to support misbehaviors and positive interactions with children at home, and how to support their children's reading and math learning. Show parents how to sign up for ATLAS Parent Portal, Rapid Alert and Edutext.
- Parents receive Parent Handbook that includes School and District guidelines
- Weekly School Messenger of activities and events
- Monthly Calendars with school events sent home
- ATLAS Parent Portal-Edu Text
- Monthly Family Nights to increase connections to school i.e. Paint Night, Movie Nights, Dance Nights, Bingo Night, Science night, reading night..
- Activities throughout the school year: Winter & Spring Programs, Career Day 4-6 Grades if available, Pastries with Parents

Describe Professional Learning related to this action:

- August-September Teachers in grades PreK-Kinder will sign up for Early Learning Family Literacy Night and identify focus for "Make-It"/"Take-It"
- August-September Teachers will sign-up for activities they would like to lead to support student/school activities for Goal 2
- School Job Supervisor sign-ups
- August teachers will sign-up to attend ONE monthly family night if available
- Club Supervisor to support Goal 2 and data entry of attendance

Action 2

Title: Decrease Out of School Suspension Rates

Action Details:

Mayfair Elementary will implement a tiered level of response for behavior supports. We will continue the implementation of our Climate and Culture components to lessen distractions and enhance campus safety for all students and staff. Office Referral Levels of Misbehavior, Guidelines for Success, CHAMPS, Class Meetings/OLWEUS, and Second Step lessons will continue to promote personal responsibility and social skills resulting in fewer conflicts. Teachers will hold weekly Class Meetings and Second Step lessons where various topics will be discussed to ensure students feel safe at school and understand Mayfair rules and expectations. Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions.

By May 2019, the percentage of out of school suspension instances per 100 students will decrease from 17.931% to 6.931%.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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. Classroom Management Plans-Turn in August 2018. Use CHAMPS resource
2. SOS Team will meet Monthly to monitor areas of focus with Data on our behaviors, structures/procedures effectiveness of actions
3. Monitor Suspension & Office Referral Data Weekly and Post Monthly in PL Room Data Wall
4. SSTs & IEPs will be done monthly to support students with academic and behavioral concerns. Substitutes will be provided to support teachers.
5. Family Foundations Counselors will provide feedback monthly to Teachers and Principal on progress of students they are servicing
6. Social Worker will support the Social/Emotional supports through the COST process so all students will be provided supports as needed: Social Worker, Counselors, RP counselor, School Psychologist, RSP teacher, Principal
7. Class Meeting/Second Step Teacher Verification Form will be turned in to District Quarterly as evidence of teaching these lessons weekly
8. Goal 2 activities will be inputted to monitor student participation
9. Walkthrough data to ensure implementation of Class Meetings and Second Step curriculum

Owner(s):

1. Principal-Classroom Management Plans-Turn in August 2018
2. SOS Chair/Principal Meetings Monthly
3. Co-Administrator/SOS Chair will monitor. and Post on Data Wall
4. Co-Admin will organize SST Monthly Meetings and RSP teacher will organize IEP meetings
5. Family Foundations Counselors will provide feedback monthly to Principal and Teachers on student progress
6. Social Worker will facilitate Weekly COST meetings to support students
7. Principal Quarterly will turn in the Class Meeting Teacher Verification Form to District
8. Co-Admin will monitor and input Goal 2 Activities
9. Principal/VP

Timeline:

1. August
2. Monthly
3. Monthly
4. Monthly
5. Weekly
6. Weekly
7. Quarterly
8. Monthly

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

- **Tiered Level of Behavior Supports:**
 - Tier 1:** School-wide implementation of Office Referral Levels of Misbehavior, Class Meeting, Second Step Lessons, Classroom Management Plans, Parent Call/Conferences, Classroom Contracts as needed
 - Tier 2:** Parent Call/Conference, Level 2 Behavior Intervention Binder, SST, Formal Behavior Plan (BSP), Counseling Support as needed

Specify enhanced services for EL students:

- Special Recognition of ELL Reclassified students at Award's Assemblies
- Reclassified students monitored quarterly
- ELLs will be recognized when meeting quarterly goals
- Goal 2 Activities
- Tiered Level of Supports
- School Jobs encouraged to connect to school and adults

Tier 3: ICET District Team Meeting, Counseling Support

- August & January 10 Day Focus on Guidelines for Success Mustangs, CHAMPS/MAC in classroom, Playground-Assembly-Lines-Playground Games-Dismissal-Arrival-Cafeteria behavior expectations
- August & January Behavior Expectations/Theme for Year Assembly
- August-Playground Expectations Rotation to directly teach students the rules on the playground and with equipment...
- September Olweus Kick-off Assembly & Kindness Theme to create a climate that supports kindness where we don't bully others.
- Goal 2 Clubs will be provided: Hmong Dance, Folklorico, Theater/Dance, Peace Club ...to provide connections to school
- Second Step and Olweus Bullying Prevention Class Meetings weekly with Mayfair No Bullying rules posted in classrooms and around the school
- Character Trait Monthly Focus
- At-Risk student supports as needed: Parent Contact by Teacher, Behavior Plans formal or informal, SSTs, ICET
- Goal 2 Activities provided to engage students especially if they are At Risk
- Student Leadership with a supervisor to support decision making on activities etc
- School Jobs-Meaningful Work organized by SOS Chair and RP Counselor-Students with Attendance and Behavior will be supported with this work to provide a positive outlet and connection to school.
- Citizenship Award's Certificate for students that model good character at quarterly Award's Assembly
- Student of the Month Assembly with the focused character trait for the month
- Chaplain Mentor 1st & 2nd Grade Classrooms as available
- Young Men of Character & Girl Power Mentoring Support Weekly as available
- School-wide Incentives: I Got Caught Tickets, Positive Phone Calls Home, Golden Ticket/Incentive for great classroom lines
- Mighty Mustangs Weekly to celebrate students that have met goals or improved with academics or behaviors.
- Classroom Goal Setting with Behaviors and Academics-Krazy Karen Quarterly Reward for Attendance, Behavior, Effort/Academics
- School-wide Events to help students feel connected to school: Red Ribbon Week, Read Across America Week/Dr. Seuss, Pastries with Parents, Winter & Spring Programs, Career Day, Athletics, Open House, Peach Blossom, Rallies before games/testing, Talent Show, Spelling Bee, Field Day, Study Trips
- Family Nights: Science-Math-Reading Nights, Krazy Karen Dance Mania, Paint Nights, Movie Nights, , ,
- Behavior expectations for Playground-Assembly-Lines-Playground Games-Dismissal-Arrival-Cafeteria
- Fund Family Foundations Counseling support for At-Risk students to support their social/emotional well-being for academic success.
- RP Counselor Support for students with Social/Emotional needs during lunch in Identified small groups and supporting suspension re-entries
- Incentives for students on informal behavioral contracts through PeaceWorks, Save Mart, etc.

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

1. School-wide activities to support attendance and connection to school: Red Ribbon Week, Read Across America-Dr. Seuss Week/Book Fair, Krazy Karen assemblies, Winter & Spring Performances, Career Day 4-6 Grades, Fieldtrips
2. Family activities Pastries with Parents, Science-Math-Reading Nights Bingo, Open House, Back to School Night,
3. Goal 2 Activities: Athletics, Music 1-6 Grades with Band, Strings, Recorders, Choir and Chorus for the Primary grades

Describe Professional Learning related to this action:

1. Trauma Informed Training provided to support teachers in dealing with students that have been exposed to drugs, abuse, trauma
2. Training provided to give teachers additional strategies on how to deal with Level 2 misbehaviors using the Intervention Binder for supports for students.
3. Teachers will develop Classroom Management Plans and share with parents at Back to School Night
4. Restorative Practices strategies/actions
5. Levels of Misbehavior on Office Referral Form-Review & Revise as needed and agreed upon

4. Parent Trainings during Coffee Hour and/or Parent University on how to support misbehaviors and positive interactions with children at home
5. Parents receive Parent Handbook that includes School and District rules and policies
6. ATLAS Parent Portal
7. Edutext
6. Monthly SOS (Climate & Culture) meetings to monitor data effectiveness of our school procedures/routines. Feedback from staff and make adjustments as needed
7. SOS Team will have monthly focus areas for next school year to reinforce student learning of behavior expectations throughout the year- Will share with staff and get feedback
8. Second Step and Olweus Bullying Prevention Class Meetings refinement as needed
9. August & January Behavior Expectations/Theme for Year Assembly
10. August & January 10 Day Focus on Guidelines for Success Mustangs, CHAMPS/MAC in classroom, Playground-Assembly-Lines-Playground Games-Dismissal-Arrival-Cafeteria behavior expectations
11. August-Playground Expectations Rotation to directly teach students the rules on the playground and with equipment...
12. August/September Roll-Out Olweus Bullying Prevention Assembly with Kindness as a focus

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 0325 Mayfair Elementary (Locked)

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 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.	13,052.00

G1A3		Instruction	Mat & Supp			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
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 attendance 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

\$380,178.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$55,250.00
Sup & Conc	7090	\$214,819.00
LCFF: EL	7091	\$110,109.00
Grand Total		\$380,178.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$303,020.00
G4 - All students will stay in school on target to graduate	\$77,158.00
Grand Total	\$380,178.00